



Topic Overview at St James' CE Primary School

National Curriculum for September 2014



Topic Overview Key Stage One; National Curriculum for September 2014

Year One

Autumn	Spring	Summer
<p style="text-align: center;">The four seasons</p> <p>Geography:</p> <ul style="list-style-type: none"> ▪ 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 <p>Science:</p> <ul style="list-style-type: none"> ▪ distinguish between an object and the material from which it is made ▪ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ▪ describe the simple physical properties of a variety of everyday materials ▪ compare and group together a variety of everyday materials on the basis of their simple physical properties. ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length 	<p style="text-align: center;">It's a big world out there ... (Africa focus)</p> <p>Geography:</p> <ul style="list-style-type: none"> ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ▪ 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 ▪ 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>Art: (African Artists)</p> <ul style="list-style-type: none"> ▪ about the work of a range of artists, craft 	<p style="text-align: center;">A bucket full of dinosaurs</p> <p>History:</p> <ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>Geography:</p> <ul style="list-style-type: none"> ▪ 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>Science:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals that are carnivores, herbivores

<p>varies.</p> <p>Science Skills</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests <p>D&T:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>Music:</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically 	<p>and omnivores</p> <p>Art:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products <p>Music:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes
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<p><i>Evaluate</i></p> <ul style="list-style-type: none">▪ explore and evaluate a range of existing products▪ evaluate their ideas and products against design criteria <p>Music:</p> <ul style="list-style-type: none">▪ listen with concentration and understanding to a range of high-quality live and recorded music		
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Year Two

Autumn	Spring	Summer
<p>Trains, Planes and Automobiles</p> <p>History:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>D&T:</p> <p><i>Design</i></p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and 	<p>Team GB</p> <p>History:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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. Some should be used to compare aspects of life in different periods <p>Geography:</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic</p>	<p>Rumble in the Jungle</p> <p>Geography:</p> <ul style="list-style-type: none"> 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 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 <p>Science:</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify

<p>finishing]</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria: <p>Music:</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically 	<p>symbols in a key</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>D&T:</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking & Nutrition:</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>Music:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>and name different sources of food.</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Science Skills</p> <ul style="list-style-type: none"> observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions <p>Art:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products <p>Music:</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
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Topic Overview Key Stage Two; National Curriculum for September 2014

Year Three

Autumn	Spring	Summer
North, South, East, West	Here, there and everywhere	Fighters, Foragers & Farmers
<p>Geography</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 	<p>Geography</p> <p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> 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><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>History</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p><i>Examples (non-statutory)</i></p> <p>This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Design & Technology</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand where food comes from. <i>KS1 focus and extend to-</i> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Art</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and

	<ul style="list-style-type: none"> ▪ History a local history study <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> ▪ a depth study linked to one of the British areas of study listed above ▪ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Design & Technology</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> ▪ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques – (Link to Local area, culture) <p>Art</p> <ul style="list-style-type: none"> ▪ about great artists, architects and designers in history. (Local artist) 	<p>revisit ideas</p> <ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
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Year Four

Autumn	Spring	Summer
<p style="text-align: center;">Gladiators Ready</p> <p>History The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> ▪ Julius Caesar’s attempted invasion in 55-54 BC ▪ the Roman Empire by AD 42 and the power of its army ▪ successful invasion by Claudius and conquest, including Hadrian’s Wall ▪ British resistance, for example, Boudica ▪ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Art</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas 	<p style="text-align: center;">It’s a disaster</p> <p>Geography <i>Human and physical geography</i> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Art</p> <ul style="list-style-type: none"> ▪ about great artists, architects and designers in history. (Abstract art) 	<p style="text-align: center;">Long, Long Ago</p> <p>History The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Design & Technology <i>Make</i></p> <ul style="list-style-type: none"> ▪ Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p>Cooking and nutrition</p> <ul style="list-style-type: none"> ▪ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Year Five

Autumn	Spring	Summer
<p style="text-align: center;">Horrible History</p> <p>History Britain's settlement by Anglo-Saxons and Scots</p> <p><i>Examples (non-statutory)</i> This could include:</p> <ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>Examples (non-statutory)</i> This could include:</p> <ul style="list-style-type: none"> ▪ Viking raids and invasion ▪ resistance by Alfred the Great and Athelstan, first king of England ▪ further Viking invasions and Danegeld ▪ Anglo-Saxon laws and justice ▪ Edward the Confessor and his death in 	<p style="text-align: center;">Are we nearly there yet?</p> <p>Geography <i>Locational knowledge</i></p> <ul style="list-style-type: none"> ▪ 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 ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Music (Big Band)</p> <ul style="list-style-type: none"> ▪ use and understand staff and other musical notations 	<p style="text-align: center;">A Greek Odyssey</p> <p>History Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Design & Technology</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> ▪ Understand and apply the principles of a healthy and varied diet <p>Art</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Music (Big Band)</p> <ul style="list-style-type: none"> ▪ use and understand staff and other musical notations

1066

Design & Technology

Make

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Technical knowledge

- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Art

- about great artists, architects and designers in history.

Music (Big Band)

- use and understand staff and other musical notations

Year 6

Autumn	Spring	Summer
<p style="text-align: center;">I have the power</p> <p>History A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> ▪ the changing power of monarchs using case studies such as John, Anne and Victoria ▪ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ▪ a significant turning point in British history, for example, the first railways or the Battle of Britain <p>Art</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p style="text-align: center;">No Theme/ Science Focus</p> <p style="text-align: center;">The Appliance of Science</p>	<p style="text-align: center;">What is it worth?</p> <p>Geography <i>Human and physical geography</i></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and vegetation belts, ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key <p>Design & Technology <i>Evaluate</i></p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world

<p>[for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none">▪ about great artists, architects and designers in history.		<p>Design & Technology Cooking and nutrition</p> <ul style="list-style-type: none">▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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