

TWO YEAR ROLLING PROGRAMME: TOPIC OVERVIEW

Year A: 2019-20

Year B: 2020-21

	EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
YEAR A - AUTUMN TERM	<p><u>Theme: All about me!</u></p> <p><u>History:</u> What was I like as a baby? <u>Geography:</u> Where have all the flowers gone? Why does the weather change? What is harvest? <u>Art:</u> What do I look like? I can create a self-portrait. Colour mixing/painting people. <u>D&T:</u> Making puppets to retell stories. Science: How does my body work? Where does my food go?</p>	<p><u>Theme: The Magical Monarchy</u></p> <p><u>History:</u> I can talk about changes within living memory and events beyond living memory that are significant nationally - The royal family <u>Geography:</u> I can identify the capital cities of the UK and its countries, kings and queens. <u>Art:</u> I can use drawing, painting and sculpture to develop and share my ideas to create portraits and sculptures of The Queen <u>Science:</u> I can identify and name the plants, flowers and trees that grow around my school and describe their basic structures</p>	<p><u>Theme: The Great Fire of London</u></p> <p><u>History:</u> I will study a significant turning point in British history: The Great Fire of London, Guy Fawkes and Samuel Pepys (1633 - 1703) <u>Geography:</u> I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns. I understand how some of these aspects have changed over time from the time of Samuel Pepys to now. <u>DT:</u> Food technology: bread making <u>Science:</u> I can compare and group materials and observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens. I use this knowledge to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <u>Computing:</u> Research and present facts about The Great Fire of London</p>	<p><u>Theme: Egypt</u></p> <p><u>History:</u> Ancient Civilisations <u>Geography:</u> I can identify and talk about the different types of settlement and land use in Africa and Asia. I can explain economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Art:</u> I am able to record accurately using my imagination and observations in my sketch book to develop, design and draw my own imaginary Egyptian creature. <u>DT:</u> Practice practical skills to produce products using stitching techniques to join fabrics. <u>Science:</u> I compare and group together everyday materials.</p>

			using an annotated video. Use photo animation software to bring Samuel Pepys to life. Voice over of key events of the Great Fire of London.	
YEAR B - AUTUMN TERM	<p>Theme: All about me/Where I live</p> <p>History/Geography: My family tree. How can I keep warm in the cold?</p> <p>Art/DT: What do I look like? Colour mixing/painting people. Making puppets to retell stories</p> <p>Science: How does my body work? Where does my food go?</p>	<p>Theme: My body</p> <p>History/Geography: Medicine in the past 100 years (WW1/WW2)</p> <p>Art/DT: Archimboldo</p> <p>Science: Animals including humans</p>	<p>Theme: The Industrial Revolution Visits: Blists Hill (to include printing workshop) / Ironbridge</p> <p>History/Geography: Local History Study. Thomas Telford and George Stephenson.</p> <p>DT: Electrical Systems</p> <p>Science: Electricity and Sound</p> <p>Art: Printing. Repeated cogs, overprinting. Artist- William Morris (repeating patterns)</p>	<p>Theme: Earth & Space</p> <p>Geography: Locational knowledge</p> <p>Art/DT: light and dark –shading techniques</p> <p>Science: Earth & Space</p>
YEAR A - SPRING TERM	<p>Theme: Roots, Shoots & Muddy Boots</p> <p>History/Geography: Where are farms? Which farms do we have locally? How did our Grandparents buy their food? (corner shops v supermarkets)</p> <p>Art: Using a variety of materials to create collage of our local area</p> <p>DT: Food Making food</p>	<p>Theme: Working on Water</p> <p>History: Titanic – I can know about significant historical events, people and places in my own locality.</p> <p>Geography: I can locate, identify characteristic of the surrounding seas of the UK. I can name and locate the 5 oceans. I can talk about that difference and similarities of the UK and a non-European country. Liverpool, Belfast, countries, oceans.</p> <p>Art: Landscapes – Turner – I can develop a wide range of art and design techniques in using colour, texture, shape, and form. I can talk</p>	<p>Theme: Active Earth</p> <p>Volcanoes & Earthquakes Visit: Synagogue (RE link) Science Museum Manchester - volcanoes</p> <p>History/Geography: Volcanoes & Earthquakes. Where do volcanoes and earthquakes occur? Why do volcanoes erupt? Maps – identifying fault lines—major volcanoes Ring of Fire, earthquakes. How are earthquakes measured? How do people live in earthquake zones? How are building adapted to earthquakes?</p>	<p>Theme: Tribes!</p> <p>History: Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture</p> <p>Geography: 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; how the land use of Scandinavia and UK influenced invasion and settlement</p> <p>Art: Analysing existing Saxon patterns; sketching patterns; creating</p>

	<p>Science: How can we look after our plants? Observing the changes in butterflies, tadpoles Make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>about the work of a range of artists. Purpose of this art is to have an art exhibition where parents come and see it. DT: Boats – I can design and make a functional and purposeful product for themselves and other users to carry an item across water. I can select from a range of tools and equipment to make our product to cross the water. Science: Everyday materials and Marine Animals – I can identify, name and compare a variety of everyday materials on the basis of their simple physical properties and their suitability for a particular use. KQ - Will it make a good boat? Why not? I can change the shape of everyday materials by squashing, bending, twisting and stretching.</p>	<p>Art: Drawing – artist David Hockney. Effect of light, tone & shade. Landscape sketching linked to the local area. Colour mixing – focus: green Shake Table- Lego structures to withstand earthquakes. Computing: photography, manipulating images. Landscapes. Chiaroscuro- the use of strong contrasts between light & dark (used in drawing, photography & cinema) Leonardo da Vinci, Caravaggio, Rembrandt (The Night Watch) Tim Burton’s Frankenweenie Science: Rocks & light RE: What can we learn from a synagogue/gurdwara/mandir?</p>	<p>own patterns; design and make press print blocks (polystyrene), line up and overlay print blocks to build up an image with several colours; make a precise pattern using print blocks. DT: Investigate, research local, seasonal foods and the ingredients available to the Saxons. Children to design and make an Anglo Saxon recipe Science: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; identify the effects of air resistance, water resistance and friction, that act between moving surfaces; recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>
YEAR B - SPRING TERM	<p>Theme: Where are all the wild things? History/Geography: Habitats - minibeasts Art/DT: Experiment with media Science: Spring babies (rabbits, lambs and chicks)</p>	<p>Theme: Victorians History: Victorian Inventors DT: Bridges Science: Uses of everyday materials</p>	<p>Theme: Shakespeare History/Geography: Elizabethan Art/DT: Levers & linkages –Theatre set linked to The Globe Theatre. Puppets & structures Science: forces and magnets</p>	<p>Theme: Who was Cleopatra? History/Geography: Roman/Greeks Art/DT: Science: Light/electricity</p>
YEAR A - SUMMER TERM	<p>Theme: Country to Coast</p>	<p>Theme: Superheroes!</p>	<p>Theme: Invaders!</p>	<p>Theme: Fairtrade</p>

	<p><u>History/Geography:</u> Where is the coast? How is Lower Heath different to Llandudno? <u>Art:</u> Landscapes/Goldsworth <u>Science:</u> Habitats. What lives at the coast?</p>	<p><u>Science:</u> Living things and their habitats</p>	<p><u>History/Geography:</u> Anglo-Saxon Art & Culture <u>Art/DT:</u> clay 3d form. Jewellery from past to present <u>Science:</u> Animals, including humans</p>	<p><u>History/Geography:</u> Human geography- distribution of natural resources- comparing UK to south America <u>Art/DT:</u> textiles <u>Science:</u> Living things and their habitats</p>
<p>YEAR B - SUMMER TERM</p>	<p><u>Theme:</u> Planes, trains & automobiles <u>History/Geography:</u> How can maps help me? <u>DT:</u> I can make a boat that floats. <u>Science:</u> Floating/sinking</p>	<p><u>Theme:</u> Disputes and disagreements <u>History/Geography:</u> UK and non-European countries/prisons <u>DT:</u> Food <u>Science:</u> Plants</p>	<p><u>Theme:</u> Rainforests <u>History/Geography:</u> River Study – contrast the Amazon with Fordhall Farm <u>Science:</u> Plants <u>DT:</u> Sustainable products <u>Art:</u> Drawing</p>	<p><u>Theme:</u> Stone age- Iron age <u>History:</u> Extended class study <u>Art/DT:</u> 3D models of Stonehenge <u>Science:</u> Animals including humans/evolution</p>