



Lower Heath 
CE Primary School
 Part of the **Marches Academy Trust**



TWO YEAR ROLLING PROGRAMME: CURRICULUM OVERVIEW 2019-2021

Year A 2019-2020
Year B 2020-21

	EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
YEAR A - AUTUMN TERM	<p>Theme: All About Me!</p> <p>History: What was I like as a baby? Geography: Where have all the flowers gone? Why does the weather change? What is harvest? Art: What do I look like? I can create a self-portrait. Colour mixing/painting people. D&T: Making puppets to retell stories. Science: How does my body work? Where does my food go?</p>	<p>Theme: The Magical Monarchy</p> <p>History: I can talk about changes within living memory and events beyond living memory that are significant nationally - The royal family Geography: I can identify the capital cities of the UK and its countries, kings and queens. Art: I can use drawing, painting and sculpture to develop and share my ideas to create portraits and sculptures of The Queen Science: I can identify and name the plants, flowers and trees that grow around my school and describe their basic structures (visit to Attingham walled garden) Kew gardens</p>	<p>Theme: The Great Fire of London <i>Visits: Ford Green Hall, Stoke on Trent Samuel Pepys workshop and House Tour</i></p> <p>History: I will study a significant turning point in British history: The Great Fire of London, Guy Fawkes and Samuel Pepys (1633 - 1703) Geography: 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. DT: Food technology: bread making Science: 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 Computing: Research and present facts about The Great Fire of London 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.</p>	<p>Theme: Egypt</p> <p>History: Ancient Civilisations- Egyptians, Romans Geography: 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 Art: 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. DT: Practice practical skills to produce products using stitching techniques to join fabrics. Science: I compare and group together everyday materials.</p>

<p>YEAR B - AUTUMN TERM</p>	<p><u>Theme: All About Me/Where I Live - N</u></p> <p><u>History/Geography:</u> My family tree. How can I keep warm in the cold? <u>Art/DT:</u> What do I look like? Colour mixing/painting people. Making puppets to retell stories <u>Science:</u> How does my body work? Where does my food go?</p>	<p><u>Theme: 1960s The First Man On The Moon – R/Y1/Y2</u></p> <p><u>History:</u> The moon landings- 1960s inventions from the 1950s to now- the first television etc <u>Geography:</u> Exploring Shropshire - maps, leaflets, urban and rural, Shropshire hills <u>Art/DT:</u> Archimboldo <u>Science:</u> Uses of everyday materials</p>	<p><u>Theme: The Industrial Revolution – Y3/Y4</u> <i>Visits: Blists Hill (to include printing workshop) /Ironbridge</i></p> <p><u>History</u> Ironbridge and the Industrial Revolution, The first railway, George Stephenson (1781-1848) Local History Study. Thomas Telford and George Stephenson. <u>Geography:</u> Shropshire/welsh hills <u>DT:</u> Electrical Systems <u>Science:</u> Electricity and Sound <u>Art:</u> Printing. Repeated cogs, overprinting. Artist- William Morris (repeating patterns)</p>	<p><u>Theme: Earth & Space – Y5/Y6</u></p> <p><u>Geography:</u> Locational knowledge <u>Art/DT:</u> light and dark –shading techniques <u>Science:</u> Earth & Space</p>
<p>YEAR A - SPRING TERM</p>	<p><u>Theme: Roots, Shoots & Muddy Boots</u></p> <p><u>History/Geography:</u> Where are farms? Which farms do we have locally? How did our Grandparents buy their food? (corner shops v supermarkets) <u>Art:</u> Using a variety of materials to create collage of our local area <u>DT:</u> Food Making food <u>Science:</u> 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><u>Theme: Working on Water</u></p> <p><u>History:</u> Titanic – I can know about significant historical events, people and places in my own locality. <u>Geography:</u> 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. <u>Art:</u> Landscapes – Turner – I can develop a wide range of art and design techniques in using colour, texture, shape, and form. I can talk about the work of a range of artists. Purpose of this art is to have an art exhibition where parents come and see it. <u>DT:</u> 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. <u>Science:</u> 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</p>	<p><u>Theme: Fiery Kings and Earthly Elements Volcanoes & Earthquakes</u> <i>Visit: Shakespeare workshop Science Museum Manchester – volcanoes</i></p> <p><u>History: The Tudors- Henry VIII</u> <u>Geography:</u> 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? <u>Art:</u> Tudor portraits. Effect of light, tone & shade. Landscape sketching linked to the local area. Colour mixing – focus: green <u>Computing:</u> photography <u>Science:</u> Rocks & light <u>RE:</u> What can we learn from a synagogue/gurdwara/mandir?</p>	<p><u>Theme: Tribes!</u></p> <p><u>History:</u> Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture <u>Geography:</u> Tribes settlements and Fairtrade 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. 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 <u>Art:</u> Analysing existing Saxon patterns; sketching patterns; creating 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. <u>DT:</u> Investigate, research local, seasonal foods and the ingredients available to the Saxons.</p>

		<p>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>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: WW1/2 History: 1900- 1950 WW1/WW2/VE Day Winston Churchill Geography: France and Germany DT: Bridges Art: Science: My body/Animals including humans</p>	<p>Theme: Explorers History: Famous explorers -Drake, Columbus, and climbers to Everest - compare to modern day explorers Geography: The journey of explorers, the journey of our food- bananas! Art/DT: Levers and linkages –Theatre set linked to The Globe Theatre. Puppets & structures Science: Forces and magnets</p>	<p>Theme: Arabian Nights History: Baghdad was the greatest city in the world in 900AD, having a population of over 1 million. It was the capital of the Arab world, famed for its medicine, trade. and learning. Geography: The Middle East – comparison study Art/DT: Science: Light/electricity</p>
YEAR A - SUMMER TERM	<p>Theme: Country to Coast History/Geography: Where is the coast? How is Tilstock different to Llandudno? Art: Landscapes/Goldsworth Science: Habitats. What lives at the coast?</p>	<p>Theme: Oh I Do Like To Be Beside the Seaside! History: holidays in the past and now-chronology study from 1900- to present day Geography: Katie Morag- the Isle of Struey. Islands, Scotland - Landmarks, maps, job roles, Art: Vincent Van Gogh DT: collage – based on art around the world Science: Living things and their habitats</p>	<p>Theme: Invaders! History: The Viking's journey Geography: Anglo-Saxon Art & Culture Art/DT: clay 3d form. Jewellery from past to present Science: Animals, including humans</p>	<p>Theme: FAIRTRADE -- America! History: historical perspective of one city in particular, New York, to examine how a settlement can develop over time. Geography: South America: Where are the rainforests located? key features of the United States of America (USA). understanding the different environments present within the USA: the key physical features, where populations are distributed, and some of the interactions between the human and physical environments focusing on food, farming and water. Art/DT: textiles Science: Living things and their habitats</p>
YEAR B - SUMMER TERM	<p>Theme: Planes, Trains and Automobiles</p>	<p>Theme: Cornwall (The Mousehole Cat)</p>	<p>Theme: Castles, Rivers and Moats <i>Visits - Old Oswestry Hillfort, Chirk Castle</i></p>	<p>Theme: From Stone Age To Iron age</p>

	<p>History/Geography: How can maps help me? DT: I can make a boat that floats. Science: Floating/sinking</p>	<p>History: The Victorians – choose one key individual or look at authors and artists - Lewis Carrol (Alice in Wonderland), Rudyard Kipling (The Jungle Book), Robert Louis Stevenson (Treasure Island), Charles Dickens-Oliver!) Geography: Cornwall – maps, landscapes, landmarks, coastal towns. DT: Food Science: Plants</p>	<p>History: Castles - Normans, Battle of Hastings, William the Conqueror (c.1028 - c.1087) Geography: River Study – River study- The River Severn to the River Nile contrast the Amazon with Fordhall Farm Science: Plants DT: Sustainable products Art: Drawing</p>	<p>Geography: Hunter-Gatherers- Their journey across Asia and Europe. The Shropshire Hills Discovery Centre. Stonehenge, the local Souldon Hall Long Barrow. History: I know about changes in Britain from the Stone Age to the Iron Age 130,000BC- 12,000BC Stone-age/Iron-age, 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 Art/DT: 3D models of Stonehenge Science: Animals including humans/evolution</p>
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