



BAME narrative Now Press Play experience links Creative Writing Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Faith – We can do it with God's help	Hope- for our future dreams	Love- love others as we want to be loved	Faith – We can do it with God's help	Hope- for our future dreams	Love- love others as we want to be loved
Nursery	<p><b>All about me and settling in Geography</b> -To discuss similarities and differences between each other. -To share life experiences and places they have been. <b>SEASIDE</b> <b>History</b> -To understand immediate family (knowing who mum and dad are) -To learn who they are and talk about themselves. <b>Art/EAD:</b> -Move and dance to music. -Explore different materials freely and develop their own ideas. -Decide which materials to use and join them in different ways. -Express ideas through marks. <b>Self-portraits, family portraits, playdough faces, butterfly.</b></p>	<p><b>Traditional tales and celebrations Geography</b> -Children to learn about different places/environments (woodland, forest etc) -To know there are different types of homes. Comparing homes from around the world. <b>History</b> - 'Sparks in the sky' and 'The gunpowder plot' compare and contrast characters from stories including figures from the past. - 'Christmas story' learn about peoples beliefs. <b>CHRISTMAS STORY</b> <b>Art/EAD:</b> -Move and dance to music. -Explore different materials freely and develop their own ideas. -Decide which materials to use and join them in different ways. -Express ideas through marks. -Manipulate and play with different materials. <b>Different materials to build a house, fireworks, porridge making, playdough foods, basket making, poppies and Christmas decorations.</b></p>	<p><b>People that help us Geography</b> -To learn about different occupations and what they do. -Discuss different experiences to do with people who help us. <b>History</b> -To share experiences from past events. -To share what they want to be when they grow up. -To compare different job roles. <b>PEOPLE WHO HELP US</b> <b>Art/EAD:</b> -Move and dance to music. -Explore different materials freely and develop their own ideas. -Decide which materials to use and join them in different ways. <b>London bridge is falling down, teeth brushing, fire making collage, display resources. Valentines day cards, shape monsters</b></p>	<p><b>Animals Geography</b> -To learn about the different places animals come from; habitats, zoo, forest. <b>History</b> -To share experiences such as days out at the zoo/farm. <b>ON THE FARM</b> <b>Art/EAD:</b> -Move and dance to music. -Explore different materials freely and develop their own ideas. -Decide which materials to use and join them in different ways. -Draw with increasing complexity to detail. -Explore colour and colour mixing. <b>Rainforest animal collages, colour mixing, animal drawings, Gruffalo portraits, Mother's Day cards, Easter cards and egg collaging</b></p>	<p><b>Pirates Geography</b> -To learn what a map is and it's purpose. -To design their own map linked to stories. -To learn about life under the sea. <b>UNDER THE SEA</b> <b>History</b> -To learn that maps were and still can be used for direction. -To learn the length of time/ages of sea creatures. <b>Art/EAD:</b> -Move and dance to music. -Explore different materials freely and develop their own ideas. -Decide which materials to use and join them in different ways. <b>Sea creature collaging using different materials, pirate flags, ship/ pirate drawing,</b></p>	<p><b>Colourful world Geography</b> -To know there are different countries and comment on what they have observed. <b>WEATHER</b> <b>History</b> -Compare and contrast characters from stories including figures from the past. <b>Art/EAD:</b> -Move and dance to music. -Explore different materials freely and develop their own ideas. -Decide which materials to use and join them in different ways. -Explore different textures. Explore colour and colour mixing. <b>Recap colour mixing, colours, patterns, stripes, spots, textures etc..</b></p>



<p>Reception</p>	<p><b>All about me/Settling in</b> <b>Geography:</b> -To describe some of the things I see on a familiar journey and draw a map. -To understand how to keep safe on a journey using zebra crossings and stop, look and listen. -Talk about family members and communities. <b>History:</b> To talk about journeys (near and far) that I / my family members have made. -To begin to make sense of their own life story and family's history. - To create a family portrait. <b>Art/EAD:</b> -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques,</p>	<p><b>Traditional stories/Celebrations</b> <b>Geography:</b> -To know about similarities and differences between ourselves and others. (traditional clothing, Jesus's family) <b>History:</b> -'Christmas story' learn about peoples beliefs. <b>CHRISTMAS STORY</b> -'Sparks in the sky' and 'The gunpowder plot' compare and contrast characters from stories including figures from the past. <b>Art/EAD:</b> -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – castle craft, poppy craft, design a costume, shoe craft, hand and feet tracing. Make a ginger bread man, biscuit decoration, nativity craft, paperchains.</p>	<p><b>Transport</b> <b>Geography:</b> -To identify different modes of transport. <b>TRANSPORT</b> -To say some of the communities that I belong to and compare these. -To describe how the country that I am from is similar / different to other countries. (comparing the Favela) -Draw information from a simple map. -Recognise some similarities and differences between life in this country and life in other countries. <b>History:</b> -To talk about a time in the past when I have visited a special place e.g. place of worship, holiday. -Compare and contrast characters from stories including figures from the past. -Comment on images with familiarity from the past. <b>Art/EAD:</b> -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function- car painting, tunnel making, capacity craft, African necklace, African animals, favela houses, aboriginal art, pizza making</p>	<p><b>Growing</b> <b>Geography:</b> - To observe plants and describe how they grow and change over time. <b>JACK AND THE BEAN STALK</b> -To observe and describe seasonal changes. <b>WEATHER</b> <b>History:</b> -Observe and describe the life cycle of a swan. -To talk about a time in the past when I have tried a new food that I did/didn't like. <b>Art/EAD:</b> -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – colour mixing, Speckled frogs, spring flowers, summer sun, autumn leaves, plant observational drawing, winter snowflakes, healthy food plate, playdough chips, troll haircuts, make a smile,</p>	<p><b>Toys</b> <b>Geography:</b> -To observe and describe seasonal changes. - To observe plants and describe how they grow and change over time. -Recognise similarities and differences between my toys and the toys of others. <b>History:</b> -Recognise similarities and differences between life in the past and present. (Terrific toys from the past) -To talk about a time when they had lost something and how this made them feel. <b>Art/EAD:</b> -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – design a teddy, design a robot, design a toy, peg dolls, painting with different materials, mini junk modelling, rocket making, penguin making.</p>	<p><b>Space/School readiness</b> <b>Geography:</b> -To describe how babies, grow and change into toddlers, children, teenagers, adults and then elderly. -To look at photos of ourselves growing up and talk about changes that have occurred. -To compare how babies are traditionally looked after here in the UK to other countries e.g. use of pram vs wrap on back. <b>History:</b> -To talk about a time in the past when a new baby has been born and family came to visit / I went to visit a new baby. -Comment on images of familiar situations from the past. -Compare and contrast characters from stories including figures from the past. <b>SPACE</b> <b>Art/EAD:</b> -Children sing songs, make music and dance, and experiment with ways of changing them -They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function – rocket making, make a star, self-portrait, design an alien, paper mâché planets,</p>
<p>Year 1</p>	<p><b>Super heroes and safety</b> <b>Superheroes</b> <b>Geography:</b></p>	<p><b>Wonderful Walworth</b> <b>Geography:</b></p>	<p><b>Terrific Toys</b> <b>Geography:</b></p>	<p><b>The Frozen Planet</b> <b>Geography:</b></p>	<p><b>Wacky Weather</b> <b>Geography:</b></p>	<p><b>Beside the Seaside</b> <b>Geography:</b></p>



<p>To name and find the local police station, fire station and hospital.</p> <p>To identify big, busy and dangerous roads in the local area, identify ways that they have been made safe and understand road safety.</p> <p>To evaluate how safe the road directly outside school is by identifying ways it has been made safe and suggesting ways to improve its safety even more (zebra crossings, zig zags etc).</p> <p><b>History:</b> To know about and compare the lives of Nelson Mandela and Rosa Parks, understanding why they are significant.</p> <p>To compare life for black people in the past to what it is like today.</p> <p><b>Mary Seacole</b></p>	<p>To know that we live in Walworth and that Walworth is in London, the capital of England.</p> <p>To locate England and London on maps of the UK.</p> <p><b>The UK</b></p> <p>To observe the local area.</p> <p>To understand and identify human and physical features within the local area and name ways in which these features can be changed.</p> <p><b>History:</b> To know about the history of Pasley Park.</p> <p>To know about and compare the lives of Charles Babbage and Micheal Faraday, understanding why they are significant.</p>	<p><b>To name and locate the continents Asia and Africa.</b></p> <p><b>To compare toys from Asia and games from Africa to those we play in the UK.</b></p> <p><b>History:</b> To explore toys from today.</p> <p>To use sources to ask and answer questions when finding out about toys from the past.</p> <p>To compare toys from different times, including those from the Victorian era</p> <p><b>Writing labels and captions in role as 'Toy shop keepers' describing toys from their shop (toy name, what it is made from, how you play with it) for both today and from the past – written as pop up shop back to back with dates on the top e.g. 2022 shop and 1922.</b></p>	<p>To name and locate the Arctic and Antarctica</p> <p>To name and locate some of the oceans that surround the Arctic and Antarctic</p> <p>To understand and identify human and physical features of Antarctica and compare this to the UK.</p> <p><b>To compare the life of Inuit people in the Arctic to our lives in the UK.</b></p> <p><b>Arctic</b></p> <p><b>History:</b> <b>To find out about the life of Inuit people today and compare this to their life in the past.</b></p> <p>To know about Shackleton's or an explorer on an expedition to Antarctica.</p> <p>To know the story of the Titanic and how it relates to the frozen planet.</p> <p><b>Explanation of what they have packed and why to prove that they are ready to travel to the Antarctica/Arctic (chn work as a group to actually pack images of equipment into a 'suitcase' first e.g. In my suitcase I have got .... because.... I am taking a .... because etc– to be written on an enlarged 'Arctic explorer ticket'.</b></p>	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p><b>Seasons</b></p> <p>To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><b>History:</b> To identify historical dates linked to extreme weather (coldest day, hottest day, wettest day, snowiest day, windiest day etc).</p> <p>To identify events within and beyond living memory linked to extreme weather (Thames freezing over in the 1800's – frost fairs, Hurricane of 1987, Beast from the East 2018).</p> <p>To know about the life of Robert Hooke and understand why his invention of the rain gauge is significant.</p> <p>To know the types of clothing associated to the different types of weather.</p> <p><b>Advice (instructions) in role as 'Weather warner's' to tell people about how to stay safe in tomorrow's extreme/freak weather conditions linked to hottest/coldest/windiest day or events from the past e.g. Tomorrow you must...Please remember...Make sure you ...Be careful...Watch out for....You will need....(have different weather conditions flash up on the board,</b></p>	<p>To identify key physical features (beach, cliff, coast, mountain, sea, ocean) and human features (town, village, house, port, harbour and shop).</p> <p><b>Seaside</b></p> <p>To relate the seasons and weather to the beach by identifying seasonal and daily weather patterns in the UK.</p> <p><b>History:</b> To know how beaches have changed by looking at human and physical features.</p> <p>To compare beach clothing and entertainment from the past to today.</p> <p>To design an ideal seaside with human and physical features.</p> <p><b>Soca (Caribbean) music dancing</b></p> <p><b>Invitation to convince children who don't like the beach to go on St Paul's trip to the seaside. E.g. Come with us to the seaside and we will see.... (physical) and we can do ....(human) If you like....In the morning we can... In the afternoon we can ...Which group/pair can convince them to go? Who will the child choose to go with? – written on letter paper in an envelope.</b></p>	
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					chn orally rehearse warnings standing in the weather warning hoop) – written on weather warning cards (red for hottest, blue for coldest, white for snowiest, green for windiest etc). Can they collect all 4?	
The Arts	<p><b>Music:</b> To research songs used in films, cartoons, animations and drama that feature super heroes.</p> <p>To use movement to music to replicate how superheroes move their bodies using their special powers.</p> <p><b>Music &amp; Culture:</b> To research songs that celebrate Black History month and Diwali.</p> <p><b>Art:</b> To use drawing and painting to develop and share their ideas, creating and naming a superhero from their imagination.</p>	<p><b>Music:</b> To research old English 'cockney' songs e.g. 'My old man's a dustman' etc.</p> <p>To create music that reflects unique soundscapes from different parts of Walworth, such as: traffic, aeroplanes or wind blowing through the trees.</p> <p><b>Music &amp; Culture:</b> To research songs from different parts of the world that reflect Christmas time.</p> <p><b>Art:</b> To be able to recognise shapes, patterns and features in buildings. To be able to identify and record them.</p>	<p><b>Music:</b> To use instruments to show understanding of notes, rhythm and pattern and to compose music. To learn action songs and rhymes and to use movement to music actions about toys.</p> <p><b>Music &amp; Culture:</b> To research songs that celebrate Black History month and Diwali.</p> <p><b>Art:</b> To create a Victorian peg doll using wooden pegs, wool, fabric scraps, glue and pipe cleaners.</p>	<p><b>Music:</b> To explore Inuit throat singing and echoes. Tp practice echo sounds and perform in groups.</p> <p><b>Music &amp; Culture:</b> To learn and practice songs associated with Easter time.</p> <p><b>Art:</b> To explore the Aurora Borealis and to create a replica using black card and chalk pastels.</p>	<p><b>Music:</b> To listen to and describe a piece of music using musical vocabulary. To tell a story about the weather using vocal sounds and body percussion.</p> <p><b>Music &amp; Culture:</b> To learn and practice songs associated with the Pentecost time of year.</p> <p><b>Art:</b> To investigate windmills, what they are used for and to create your own using different materials.</p>	<p><b>Music:</b> To be able to compose and perform a musical poem about the sea. To identify sounds made by instruments.</p> <p><b>Music &amp; Culture:</b> To learn and explore songs from musicals from different parts of the world.</p> <p><b>Art:</b> Japanese artist Hokusai – looking at his painting of the sea "The Wave" which is a woodblock print. To explore shape, shades and patterns using different materials to create a seascape.</p>
Possible Visits and Visitors		Local area tour	Bethnal Green Museum of Childhood	London Transport Museum	London Zoo Battersea Zoo	Richmond Park



<p>Year 2</p>	<p><b><u>Nurturing Nurses</u></b></p> <p><b><u>Geography:</u></b></p> <p>To locate the UK on a map of the world and name the seas that surround it.</p> <p><b>The UK</b></p> <p>To locate Jamaica and Italy on a map, describe what life is like there and compare it to life in the UK.</p> <p><b><u>History:</u></b></p> <p>To know about and compare the lives of Florence Nightingale and Mary Seacole, understanding why they are significant.</p> <p><b>Mary Seacole</b></p> <p><b>Florence Nightingale</b></p> <p><b>Contrasting (fragments) diary entries in role as soldiers before and after the work of Florence Nightingale– written as fragments (strips) to be put in evidence envelope - children can then open each other's and say whether it's before or after. Children to be given soldier badges if they managed to do before and after.</b></p>	<p><b><u>Great Explorers</u></b></p> <p><b><u>Geography:</u></b></p> <p>To know that the UK is in Europe.</p> <p>To name, locate and identify the continents Europe, <b>North/South America</b> and Australia, along with Antarctica, <b>Asia and Africa</b> already studied in Year 1.</p> <p>To name locate and identify the Atlantic, Pacific and <b>Indian oceans</b>, along with the Arctic and Southern already studied in Year 1.</p> <p>To know the simple compass directions.</p> <p>To use aerial photographs and plan routes using these.</p> <p><b><u>History:</u></b></p> <p>To know about the life of Christopher Columbus and understand why it is significant.</p> <p>LINKS TO THE SCIENCE UNIT 'USE OF EVERYDAY MATERIALS'</p> <p><b>Persuasive letter in role as Christopher Columbus to the King regarding funding for the next expedition (I will bring...I will not bring... I will need...) – written on scrolls</b></p>	<p><b><u>Kings and Queens</u></b></p> <p><b><u>Geography:</u></b></p> <p>To name, locate and identify Scotland, Wales and Northern Ireland and their capital cities, along with England and its capital city already studied in Year 1.</p> <p><b><u>History:</u></b></p> <p>To understand the term 'monarch'.</p> <p>To know about the life of Queen Victoria and her family.</p> <p>To find out how the title of 'King' or 'Queen' is inherited and link this to the idea of family trees.</p> <p><b>Mini tour guide in role as castle builder/workers to present a castle fit for a 'monarch' showing defence, entertainment/grand parts, servants – written in books and given muddy thumbprint if worked hard enough to please the King.</b></p>	<p><b><u>Moon Zoom</u></b></p> <p><b><u>Geography:</u></b></p> <p>To use aerial photographs to recognise famous landmarks and basic human and physical features on Earth.</p> <p>To name locate and identify the Atlantic, Pacific and <b>Indian oceans</b>, along with the Arctic and Southern already studied in Year 1.</p> <p>To describe the environment and identify physical features on the Moon and compare it to Earth.</p> <p><b><u>History:</u></b></p> <p>To know about and compare the lives of Neil Armstrong and Tim Peake, understanding why they are significant.</p> <p><b>To know about the life of Mae C Jemison (first black female astronaut), understanding why they are significant.</b></p> <p>To compare Neil Armstrong's experience of visiting the Moon to Tim Peake's (past vs present).</p> <p><b>Neil Armstrong</b></p> <p><b>Job application written in role as themselves, applying to NASA to go on the next mission to space. They must highlight the skills and achievements of significant astronauts (fitness,</b></p>	<p><b><u>Brilliant Britain</u></b></p> <p><b><u>Geography:</u></b></p> <p>To compare the human features of Pudding Lane from the 1666 to today (homes, land use, jobs, shops, streets).</p> <p>To find the River Thames and Pudding Lane on a map of London and track the spread of the fire.</p> <p>To understand the role that the River Thames played in The Great Fire of London and say how the use of the River Thames has changed.</p> <p>To know why Monument was built and where in London is currently stands.</p> <p><b><u>History:</u></b></p> <p>To compare how we live today to how people lived in 1666 and say how life has changed.</p> <p>To find out when and how The Great Fire of London started, what caused it to spread, what people did and how they put it out.</p> <p>To explain how we know about The Great Fire of London using sources such as Samuel Pepy's diary, paintings, artefacts etc.</p> <p>To describe how London was rebuilt after The Great Fire of</p>	<p><b><u>Dinosaur Planet</u></b></p> <p><b><u>Geography:</u></b></p> <p>To know that 230 million years ago, there was only 1 continent called 'Pangea' where the Dinosaurs lived, look at this on a world map and describe how/why the continents moved and broke apart to form the 7 continents learnt about earlier in the year.</p> <p>To identify key physical features (forest, hill, river, soil, valley, vegetation) during pre-historic Dinosaur times, explain why there are no human features and compare this to today.</p> <p>To understand what fossils are and how they are formed.</p> <p>To identify which continents fossil remains have been found on and understand that this tells us which continents different dinosaurs originated from.</p> <p>To find out about the plants and type of vegetation that different dinosaurs were associated with (marshes, shrubland etc).</p> <p>To explain how geographical changes to the Earth led to the extinction of dinosaurs.</p> <p><b><u>History:</u></b></p> <p><b>Dinosaurs (KS2)</b></p>
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		<p>...  <b>... tied with ribbon to deliver to another group and share.</b> </p>		<p>...  <b>... courage, good at science, teamwork/food/alone and heroes– to be written on NASA headed paper. Teacher use clipboard to note chn who mention the skills highlighted.</b> </p>	<p>London and the changes that were made.  <b>Great Fire of London</b>  <b>Instructional writing where they order the town planners/builders on how to rebuild London in 1667 (not being close together, no jutting out of top floors, no wood, fire hydrants/brigade/engines, buckets/breaks/hooks/squirts) – to be written on sheet with London, 1667 at the top (To all town planners...Make sure... Always...You must.... Never... Unless...).</b> Chn to come to the board and give commands to the picture of workers – explain using because.         </p>	<p>To understand exactly how long ago the Dinosaur era was and put this on a timeline with other known events studied this year including Jesus' birth.</p> <p>To have an understanding of the start of the 'age of the dinosaurs' being 230 million years ago, that they roamed the Earth for 165 million years and that it wasn't for another 65 million years after they died out that people appeared on Earth.</p> <p>To order the time periods from the 'age of the dinosaurs' (Triassic, Jurassic and Cretaceous) and name some dinosaurs that lived during each period.</p> <p>To know about the life of Mary Anning and understand why it is significant.</p> <p><b>Information writing where they re-create a historical primary source (fossils found in a tray) in the style of Mary Anning's notebooks – pieces to be stuck together as jigsaw and write about what it is and why I think it's a... because .... This is the first time.... It is amazing... Prepositional language e.g. on the back, underneath etc- use tea stained or yellow paper to make it look old.</b></p>
The Arts	Music:	Music: To use movement to music to explore different places,	Music:	Music: To create music with instruments that reflects unique	Music: To take inspiration from the British Isles and explore how to	Music:



	<p>To identify songs that people who've had a huge impact on the world.</p> <p><b>Music &amp; Culture:</b> To research songs that celebrate Black History month and Diwali.</p> <p><b>Art:</b> To use a range of materials creatively to design and make products.</p>	<p>such as the North Pole, through the jungle and across the desert.</p> <p><b>Music &amp; Culture:</b> To research songs from different parts of the world that reflect Christmas time</p> <p><b>Art:</b> To link colours to emotions and explore different Artic landscapes, identifying the colours that can be seen.  To create an Artic scene using paints or collage.</p>	<p>To learn songs about Kings and Queens. To use instruments to show understanding of notes, rhythm and pattern. To compose music using instruments. To learn action songs and rhymes.</p> <p><b>Music &amp; Culture:</b> To learn songs associated with Lent.</p> <p><b>Art:</b> To explore drawing portraits, leading to drawing with paint using different paint techniques to create fairytale Kings and Queens.</p>	<p>soundscapes from space and the moon, such as: rockets and spaceships, twinkling stars, men on the moon or shooting stars.</p> <p><b>Music &amp; Culture:</b> To learn and practice songs associated with Easter time.</p> <p><b>Art:</b> To recreate images of the moon using a range of materials and techniques.</p>	<p>create sounds to represent three contrasting landscapes: seaside, countryside and the city.</p> <p><b>Music &amp; Culture:</b> To learn and practice songs associated with the Pentecost time of year.</p> <p><b>Art:</b> To learn about British inventors and use design and technology skills to investigate these inventions, such as the telephone and concrete.</p>	<p>To learn and perform songs about dinosaurs, combining rhythm and pulse.</p> <p><b>Music &amp; Culture:</b> To learn and explore songs from musicals from different parts of the world.</p> <p><b>Art:</b> To research and plan a model dinosaur with modelling wire using sculpture skills. To add detail and texture with colour.</p>
Possible Visits and Visitors	Museum of London	Natural History Museum	Buckingham Palace	Science Museum	Battersea Park including pagoda, gardens and go ape	National Maritime Museum
Year 3	<p><b>Surprising Southwark</b></p> <p><b>Geography:</b> To know that we live in Southwark, which is a borough within London, the capital city of England as studied in KS1. To identify Southwark on a map of London and name the boroughs that surround it.  To identify the human and physical features of Southwark and compare this with an African country (linked to children's heritage).  To look at the architecture of buildings within Southwark e.g. The Shard, Southwark Cathedral, Tower Bridge, The Strata etc and compare it to that of South Africa's e.g. The diamond building, The Union Building, Zeitz Mocca, Treehouse and Bosjes Chapel.</p>		<p><b>Revolting Romans</b></p> <p><b>Geography:</b> To use maps to chart the geographical spread of the Roman Empire (parts of Europe and Asia).  To uses Atlases to locate countries within the Empire, (slave trade, taking parts of Africa).  To study land use and natural resources of countries conquered.</p> <p><b>History:</b> <b>Roman Britain</b> To know that History is often passed on by stories, as with Romulus and Remus.  To learn about the Roman ruling system (Kings, Republic and Emperors) and link this to today.  To carry out an in-depth study about life in the Roman Army.</p>		<p><b>Vicious Vikings and Sensational Saxons</b></p> <p><b>Geography:</b> To know where the Vikings (Norway, Sweden) and Saxons (Germany, Netherlands, Denmark) came from in the world and identify these places on a map. <a href="#">Link to personal history people moving / settling from one place to another for a better life / link to modern day immigrants.</a>  To learn about modes of transport used by Viking invaders including long ships.  To compare rivers, canals and oceans, to see which ones the Vikings used the most and why.  To map Viking and Saxon settlements and routes of invasion using compass points.  <b>History:</b> Raids and invasions focus.  <b>Vikings / Anglo-Saxons</b></p>	



	<p>To find out about London architects e.g. of the Shard by Renzo Piano, Strata (aka 'Razor') by BFLS company or Southwark Cathedral by Arthur Blomfield.</p> <p><b>History:</b> To compare Southwark's architecture with Stone Age and Bronze Age architecture and technology including Stonehenge.</p> <p><b>Stone Age</b></p> <p>To explore the birthplace of Charlie Chaplin and the History of East Street Market.</p> <p>To find out about the lives of significant figures – Dr Harold Moody, Damilola Taylor and the Damilola Centre, Rio Ferdinand, John Boyega.</p> <p>LINKS TO SCIENCE UNIT 'ROCKS'</p> <p><b>Rocks</b></p>	<p>To dramatise the invasion of Britain by Julius Caesar in 55 BCE.</p> <p>To learn about Gladiators with links to the crimes committed in these times and slavery.</p> <p>To look at how the Romans entertained using feasts and chariot races and link this to current times.</p> <p>LINK TO MATHS WORK ON ROMAN NUMERALS I-VII</p> <p>Mini tour guide in role as a 'Roman estate agent' presenting a Roman Villa and its benefits compared to traditional Celt houses (e.g. In the villa you will find a beautiful mosaic floor, you will prefer this to the mud floor that you sleep on with your animals.)– written in books. Have pictures of celts in celt house on board and a Roman Villa. As you read chn's writing, move celts over to the Roman villa – can we get them all to move?</p>	<p>To sequence the different time periods of Britain, understanding where on a time line the Vikings and Saxons belong in comparison to each other.</p> <p>To learn why, when and where the Vikings impacted on the world (England, Ireland, Scotland, Wales, Iceland, Greenland, North America, and parts of the European mainland).</p> <p>To learn about the Resistance by Alfred the Great and Athelstan.</p> <p>To collect information on the Viking raid on Lindisfarne.</p> <p>To understand how the Saxons defeated the Vikings.</p> <p>To understand how the Saxons integrated into life in Britain to become Anglo Saxons and find out about their way of life.</p> <p>Information text in role as Vikings explaining why they are leaving Scandinavia for Britain – why they deserve a place on the ship to Britain e.g. I am leaving Scandinavia because...I heard that in Britain...Have a picture of Scandinavia at the front and Britain at the back. Class teacher pulls reasons out of a bag – is this a reason that pushed them out of Scandinavia or a reason that pulled them to Britain? (reasons can be found at– historyhit.com). Teacher have a bit of fur and place on chn when you see them writing like a Viking – to be written on a scroll and tied with a ribbon and shared with another group explaining why they are going.</p>
<p>The Arts</p>	<p><b>Music:</b> To identify songs that are linked to Charlie Chaplin, by exploring the importance of music in silent films. To compose actions and dance to music in silent films.</p> <p><b>Music &amp; Culture:</b> To research songs that celebrate Black History month and Diwali. <b>Diwali</b> To research songs from different parts of the world that reflect Christmas time.</p> <p><b>Art:</b> To use observational skills to draw a local landscape, using shading, depth and detail.</p>	<p><b>Music:</b> To research songs made about the Romans, learn and perform Roman chants and to use movement to music sessions to replicate Roman daily life.</p> <p><b>Music &amp; Culture:</b> To learn and practice songs associated with Lent and Easter time. <b>Easter Story</b></p> <p><b>Art:</b> To know the significance of mosaics in Roman art and use this knowledge to create a repeating mosaic style pattern painting with a central image.</p>	<p><b>Music:</b> To use movement to music to learn the importance of Viking chants during travel. To learn and perform Viking chants with body percussion in groups. To apply &amp; develop a broad range of movement skills and begin to link them to music.</p> <p><b>Music &amp; Culture:</b> To learn and practice songs associated with the Pentecost time of year.</p> <p>To learn and practice songs associated with the Pentecost time of year.</p> <p><b>Art:</b> To be able to recognise and draw Viking knots and patterns. To create Viking helmets (DT link)</p>



Possible Visits and Visitors	East Street	London bridge/ River walk	London Mytheranium museum	Walking tour of Roman London	Viking Wow day visitor	Greenwich Maritime museum
Spanish	Yr 3 Numbers Yr 3 Greetings <b>Greetings</b> Yr 3 Classroom Instructions	Yr 3 Christmas Lessons	Yr 3 People's names Yr 3 Names of fruits and other foods	Yr 3 Spring and Easter	Yr 3 Days of the week Yr 3 Months of the Year	Yr 3 Numbers Yr 3 Colours
<b>Year 4</b>	<p><b><u>Stoic Stone Agers</u></b></p> <p><b><u>Geography:</u></b></p> <p>To locate significant geographical regions of the UK linked to the Stone Age (Stone Henge, Skara Brae, hill forts across the UK).</p> <p>To identify key topographical features (hills, mountains, coasts, rivers) and land use of these significant regions within the UK and understand how these have changed over time.</p> <p>To compare the human and physical geography of the UK now to how it would have been during the Stone Age.</p> <p><b><u>History:</u></b></p> <p><b>Stone Age</b></p> <p>To know how we can find out about the prehistoric past using and interpreting archaeological evidence.</p> <p>To know the main dates and names of the different periods and their chronological order from Stone Age to Iron Age Britain.</p> <p>To find out about and compare what life was like during the Stone Age, Bronze Age and Iron Age.</p> <p>To describe the changes in Britain from the Stone Age to the Iron Age</p>		<p><b><u>Victorians</u></b></p> <p><b><u>Geography:</u></b></p> <p><b>To name and identify the countries that made up to British Empire by the end of Queen Victoria's reign (Trade links / Empress of India. The Boer war, scramble for Africa)</b></p> <p>To identify changes to human geography during the Victorian period (social, political, economic and technological), including land use (factories).</p> <p>To understand why there was mass migration from the countryside to the city during the Victorian period and the effect this growth of towns and cities/ population increase had on housing and conditions.</p> <p>To describe the impact that Victorian inventions had on pollution (railways) and on jobs (workhouses).</p> <p><b><u>History:</u></b></p> <p><b>Victorian Britain</b></p> <p>To identify Queen Victoria and place the Victorian period in relation to other periods of British history.</p> <p>To collect information from a range of sources and draw conclusions about Victorian homes, leisure, childhood, schools and inventions.</p> <p>To compare modern and Victorian schooling.</p> <p>To recall information about the life of children in Victorian times and consider how attitudes to children and childhood have changed over time.</p>		<p><b><u>Epic Egyptians</u></b></p> <p><b><u>Geography:</u></b></p> <p>To know that Egypt is in Africa and name other African countries, understanding the difference between 'continent' and 'country'.</p> <p>To locate Egypt on a map of Africa and describe its location by identifying bordering countries, surrounding seas etc and using compass points e.g. North East coast.</p> <p>To locate significant places and features on a map of Egypt (River Nile, Cairo etc).</p> <p>To compare the climate and human/physical Geography of Ancient Egypt to Modern Egypt and to the UK, explaining how this affects way of life (transport, population, food etc).</p> <p>To understand the importance of the River Nile for trade and for the Ancient Egyptian way of life (flooding, planting, harvesting – soil fertility).</p> <p><b><u>History:</u></b></p> <p><b>Ancient Egypt</b></p> <p>To know who the ancient Egyptians were and when they lived, placing them in sequence with other time periods.</p> <p>To know the different ways that we can find out about the Egyptians and use artefacts/paintings to make assumptions about life in Ancient Egypt (homes, jobs, clothing, jewellery, death, travel, décor, writing etc).</p> <p>To understand the term 'Pharaoh' and describe the Mummification process used by Ancient Egyptians.</p>	



		<p>To know that Lord Shaftsbury, The Salvation Army and Dr Barnardo were significant figures during the Victorian times and explain how their work changed society (Dr Barnardo make links to modern day e.g. Marcus Rashford)</p> <p>To understand that ways of life differed greatly across Victorian society (between rich and poor).</p> <p>Text that could be read alongside unit: The Elephant Thief by Jane Kerr</p> <p>Behaviour report for a headteacher to read, written in role as a teacher telling them about the discipline in their classroom –it must include name, 'crime', punishment e.g. I am extremely disappointed with 'Scary looker' because he has not learnt all his times tables. Tomorrow I will give him the cane' etc. Give chn typical teacher phrases to use e.g. I was shocked by the behaviour of .... I was not impressed with ... I was disappointed by .... – to be written on old headed paper with a Victorian school name.</p>	<p>To know about Tutankhamun and describe the discovery of his tomb.</p> <p>To explore the Ancient Egyptian writing system (hieroglyphs).</p> <p>To find out about the different Egyptian Gods, saying what they can do and why they were important to Ancient Egyptian people.</p> <p>Headquarters want a report (or news bulletin/newspaper report) about what a 'pyramid exploring robot' has found in an undiscovered tomb e.g. Great news, we .... We can confirm...Our first image showed... As Further in the tomb...On IWB take the class on a tour of the tomb (blank screens as you travel in and pictures flash up). Put the same pictures of artefacts that the robot has taken from inside the tomb in an envelope. Chn reveal the images and piece together the evidence – what has been discovered? Write the report for HQ – to be written on A5 data report cards (graph paper).</p>			
The Arts	<p><b>Music:</b> To use movement to music and replicate Stone Age hunters and gatherers, as they move around in different ways. To learn songs about the Stone Age.</p> <p><b>Music &amp; Culture:</b> To learn and practice songs associated with the Pentecost time of year.</p> <p><b>Art:</b> To explore the history and style of cave painting and to create a cave art style piece of work using paint or oil pastels.</p>	<p><b>Music:</b> To learn about the use of music halls as places of entertainment and leisure during the Victorian period. To listen to and appraise different music hall songs and learn them to sing and perform.</p> <p><b>Art:</b> To explore the artwork of William Morris and his designs and using oil pastels or paint, creating a wallpaper pattern in the style of William Morris.</p>	<p><b>Music &amp; Culture:</b> To identify music linked to Ancient Egypt and to learn new songs about Ancient Egypt.</p> <p><b>Art:</b> Children to create their own piece of papyrus then decorate in the style of an ancient Egyptian painting. To make an Egyptian style necklace using templates and paper plates.</p>			
Possible Visits and Visitors		Immersion Day with external expert workshop – to spark curiosity and to evoke questions to bring the topic alive.	Horniman Museum to visit music gallery and possible artefacts/teaching workshops	Immersion Day inside and out – chalk drawings in the playground, etc., British Museum		
Spanish	Yr 3 Numbers Yr 3 Greetings Greetings Yr 3 Classroom Instructions	Yr 3 People's names Yr 3 Christmas	Yr 3 Names of fruits and other foods Yr 3 Days of the week Yr 3 Months of the Year	Yr 3 Spring and Easter	Yr 3 Numbers Yr 3 & 4 Colours	Yr 4 Parts of the Body Yr 4 Zoo animals Animals



<p>Year 5/6</p> <p>2021/2022</p>	<p><b>WWII and Europe</b></p> <p><b>Geography:</b> Map reading</p> <p>To locate European countries on a map, name their capital cities and describe some of their main physiological features.</p> <p>To name the key European rivers and identify key topographical features such as mountains and forests to understand why Britain was difficult to invade.</p> <p>To describe different European climates and explain how climate effects weather.</p> <p>To use a key to identify symbols used on a map, understand how a compass can assist map reading and use maps to direct.</p> <p><b>History:</b></p> <p><b>World War 2</b></p> <p>To identify the allied, axis and neutral countries involved in WWII, explain the key events and recall key dates, representing this on a timeline.</p> <p>To name the key leaders involved in WWII, describe their roles and describe their influence on the events that took place.</p> <p>To understand what the 'Blitz' was, provide reasons for the German air raids and describe ways in which people protected themselves (including a focus on evacuation).</p> <p>To understand the term 'rationing', understand why it was necessary, describe the process involved and consider the impact it had on people's lives.</p> <p>To understand the term 'propaganda' and understand how it was used in WWII to communicate main messages.</p> <p>To look at troops that served from British Colonies. West Africa, Gambia, Sierra Leone, the Gold Coast (now Ghana) and Nigeria also served as staging posts and military bases during World War Two. India, Nepal and Caribbean.</p> <p>To know what troop members contributed to war effort- pots and kettles from Jamaica and explain that even in Jamaica they had to observe blackouts</p>	<p><b>Ancient Sumer</b></p> <p><b>Geography:</b></p> <p>To find Ancient Sumer on a map and identify it's human and physical geography.</p> <p>To explain why the geography of the area was so important for the region.</p> <p>To compare the human and physical Geography of the UK and Ancient Sumer- climate, country, location.</p> <p>To look at how physical features of Ancient Sumer influenced the way of life at the time.</p> <p><b>History:</b></p> <p>To understand and explain when and where the Ancient Sumerian civilisation first appeared and present this on a time line.</p> <p>To know in what the city states were like and describe the characteristics of a city, the homes and the lives of the people who live there.</p> <p>To know how and why the Ancient Sumerian people made an impact on the world with their inventions and technologies.</p> <p>To explain some of the religious beliefs and practices of the people of Ancient Sumer.</p> <p>To understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this through examining artefacts from Ancient Sumer.</p> <p>Writing a speech in role as an Ancient Sumarian, explaining their religious beliefs, Gods and sacred buildings in a proud, boastful way to show that 'Our God is better than your God'. E.g. We live in .... E.g. Nippur. Our God goes by the name of .... E.g. Enlil. Our God is worshipped because ....He is magnificent because ....His power comes from ....He will be pleased with the ziggurat we have built with him because it has .... Etc – written in their books and chn stand up at end and share their speech.</p>	<p><b>Shang Dynasty of Ancient China</b></p> <p><b>Geography:</b></p> <p>To locate the geographical position of The Shang Dynasty and describe the physical features of its location.</p> <p>To identify the route of 'The Silk Road' and explain why it has taken this route with regards to the topographical features.</p> <p>To look at the types of settlement along 'The Silk route' today.</p> <p><b>History:</b></p> <p>To explain when and where the Shang dynasty was in existence.</p> <p>To find out about the social hierarchy of the Shang dynasty and explore what life was like for different people.</p> <p>To find out about the religious beliefs of the people from the Shang dynasty.</p> <p>To examine a range of artefacts to find out about life in the Shang dynasty.</p> <p>To explain who Fu Hao was and why the discovery of her tomb was significant.</p> <p>Writing a notebook in role as an archaeologist, explaining the findings in Fu Hao's tomb and what this tells us about her and society - facts, curiosities, opinions, clues e.g. 1976 – Today we made an amazing discovery...We finally found an unlooted tomb... Inside was.... This tell us .... This is much</p>	<p><b>Trade and Economics</b></p> <p><b>Geography:</b></p> <p>To explain the UK's trade links with other countries.</p> <p>To identify the key trade done between the UK and Central and South American trade (coffee, chocolate, nuts, fruit), understand fair trade and explain why this is necessary (climate).</p> <p>To identify the most efficient trade routes on a map (Panama Canal / Suez Canal links).</p> <p>To use a modern map of the world to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, with regards to the UK and South America.</p> <p><b>History:</b></p> <p>To sequence the events of the trade industry.</p> <p>To understand changes to trade and economics over time (WWII, Opening up of the Eastern Block, Brexit).</p> <p>To make predictions about the future of trade (natural resources – energy, food, minerals and water).</p> <p>Writing in role as a banana (or any other food being imported into the UK), describing the</p>
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					smaller than the Kings.... It is a vertical pit .... One thing is puzzling us, she has some non-shang objects.... this suggest... - to be written as a handmade notebook.	process and journey of food being bought to the table 'A week in the life of a banana'.
The Arts	<p><b>Music:</b> To recognise and learn WW2 songs and to compose lyrics to a song to reflect WW2.</p> <p><b>Music &amp; Culture:</b> research songs that celebrate Black History month and Diwali.</p> <p><b>Harriet Tubman / Diwali</b></p> <p><b>Art:</b> To plan a piece of artwork inspired by the poem 'In Flanders Fields' and to understand how the poppy came to be a symbol of remembrance.</p>	<p><b>Music:</b> To sing songs from WW2 and perform songs composed with own lyrics. To use movement to music to replicate viewed images of WW2 and people's feelings at this time.</p> <p><b>Music &amp; Culture:</b> To research songs from different parts of the world that reflect Christmas time including those from BAME cultures.</p> <p><b>Art:</b> To create a propaganda poster reflecting WW2 at this time.</p>	<p><b>Music:</b> To listen to a piece of music from Ancient Sumer. To learn songs with actions.</p> <p><b>Music &amp; Culture:</b> To learn songs associated with Lent.</p> <p><b>Art:</b> To learn information about the Standard of Ur and Ancient Sumerian art. To produce an image from this ancient relic, using paint, to complete a mural.</p>	<p><b>Music:</b> To learn songs with actions.</p> <p><b>Music &amp; Culture:</b> To learn and practice songs associated with Easter time.</p> <p><b>Easter Story</b></p> <p><b>Art:</b> To add detail, depth and shading with paint to artwork to replicate shell and glass effects. To add a detailed border to complete the artwork.</p>	<p><b>Music:</b> To be able to describe the features of Chinese New Year Music using musical terminology and to play melodies using the five notes of the pentatonic scale.</p> <p><b>Art:</b> To test materials to build a kite. and to design a kite based on a set of design criteria, after learning that kites were invented in Ancient China.</p>	<p><b>Music:</b> To learn songs which mention rivers/have rivers in their titles, learn about a river's uses, and how they play their part in trade and economics. To be able to use musical instruments to create a simple ostinato.</p> <p><b>Art:</b> To find out who Andy Warhol was, explore the Pop art movement and to be able to recognise the key items of the era. To then create their own pop art sculptures using a range of techniques, materials and found objects.</p>
Possible Visits and Visitors	Orienteering	Imperial War Museum		British Museum		
Spanish	Yr 3 Numbers Yr 3 Greetings <b>Greetings</b> Yr 3 Classroom Instructions	Yr 3 People's names Yr 3 Christmas	Yr 3 Names of fruits and other foods Yr 3 Days of the week Yr 3 Months of the Year	Yr 3 Spring and Easter	Yr 3 Numbers Yr 3 & 4 Colours	