

Farthinghoe Primary School Long Term Curriculum Map							
Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2017-2018 YEAR A	Local History/Geography	Local History/Geography	Frozen Worlds	Frozen Worlds	Past events	Past events
EYFS/KS1	Title	Our village now and then (School/Playground)	Our village now and then (Homes/Garden)	Weather Experts	Weather Experts- Explorers Famous for more than 5 mins	The Great Fire of London	The Great Fire of London
	Central Idea	The geography of the school, the grounds and the key human and physical features of the surrounding environment.	Gather information through field work, orienteering, measuring and map activities. Explore playgrounds in other parts of the world and learn a playground game.	Through a series of lively activities, such as creating and filming their own weather forecasts or making their own weather station, build knowledge of seasonal and daily weather patterns in the UK.	Begin to understand the hot and cold areas of the world as well as develop locational knowledge and early geographical skills.	Contrast fire-safety from the past with today. Study the buildings of the period and create their own buildings.	Find out more about how we fight fires today, compared with how fires were fought in the 17th century. Generate questions about the Great Fire of London, research the answers and finally write reports for a class newspaper 'Great Fire' special edition.
	Lines of Enquiry/Subject Focus	Locational knowledge (geog) and changes within living memory. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.	History - significant historical events people or places in own locality. Devise a simple map; and use and construct basic symbols in a key. Generate, develop, model and communicate their ideas through drawing.	Identify daily weather patterns in the UK. Locate the UK on a map. Find and name the countries in the UK. Use simple compass directions. Locate London and know it is a capital city. Locate the world's seven continents and understand that climates vary in different parts of the world. Research world locational knowledge and use geographical language (poles, equator, continent, ocean and the 5 key climate zones).	Children will be introduced to famous artists and works of art, they will make their own versions of art using different techniques including: brushstrokes, texture, colour, line, pattern and shape. Design and build a flood-resistant house and evaluate models through discussion. Select and use materials to make dens and models based on their properties.	Be taught about events beyond living memory that are significant nationally. Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	Use drawing and imagination to develop ideas about St Paul's Cathedral. Use tone, pattern, line, and shape in charcoal pictures. Design purposeful, functional, appealing products for themselves. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups + ICT. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a range of materials,

							including textiles according to their characteristics. Build structures, exploring how they can be made stronger, stiffer and more stable.
	Immersion Activities	Rosie the Hen takes a walk around the farmyard and then takes a second walk around our school!	Our school – An exhibition of our village.	The environment - frozen world display.		Invite the Fire Brigade into school to talk about how to fight fire.	Organise a classroom tour of 17th Century London to demonstrate all the knowledge the class have acquired.
KS2	2017-2018 YEAR A Title	World War 2 in Europe (UKS2)	Battle of Britain	Ice Journey Comparing people and Places Block A and F	Ice Journey Comparing people and Places Block A and F	Earliest Civilisations Beyond the Great Wall	Earliest Civilisations Beyond the Great Wall
	Central Idea	Learn about the Second World War in Europe and why the Battle of Britain was such a significant turning point in British History. Learn about the timeline of events such as the outbreak of the war, the Battle of Britain, the heroic rescue at Dunkirk, the Blitz, the D-Day landings, the liberation of the concentration camps and the celebrations of VE Day.	Research the lives of the ordinary people who faced the Blitz and had to deal with rationing and evacuation. Learn about the inspiring stories and achievements of significant people such as Anne Frank and Winston Churchill.	Compare disparate peoples and places in the UK, Europe, North America. Look at our own area and discover the similarities and differences between where you live and these other cold areas of the world.	Who was Ernest Shackleton? Create models of mountains using technology to show the design processes used in this locations.	The Shang Dynasty of Ancient China. Discover key information about the formation of the Shang Dynasty and the kings who ruled it.	Learn all about everyday life, the music, cities and settlements, and the process of worship in this early civilisation. The importance of warfare, advanced technology, and the development of writing.
	Lines of Enquiry/Subject Focus	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they	Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant	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,	Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including	History- Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.	History- Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and

		<p>study.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the Battle of Britain). Locate the world's countries, using maps to focus on Europe. Name and locate some counties and cities of the United Kingdom.</p>	<p>historical information.</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p>	<p>key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p>	<p>energy, food, minerals and water.</p> <p>DT- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Undertake an in-depth study of The Shang Dynasty of Ancient China</p> <p>DT- . Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation'. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>significance.</p> <p>Art- An in-depth study of The Shang Dynasty of Ancient China. Gain an increasing awareness of different kinds of art, craft and design.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Learn about events beyond living memory that are significant nationally, using common words and phrases relating to the passing of time and a wide vocabulary of everyday historical terms.</p>
	British Values	<p>To identify with different people and their cultures</p> <p>To develop a sense of community and togetherness.</p>	<p>To uphold the rule of law</p> <p>To cherish the individual liberty afforded to citizens of these islands.</p> <p>To be aware of significant personalities, events and turning points in our history.</p>	<p>To identify with different people and their cultures.</p> <p>To appreciate the importance of equality before the law.</p>	<p>To be committed to personal and social responsibilities.</p> <p>To develop a sense of community and togetherness.</p>	<p>To have some understanding of how a democratic political system works.</p>	<p>To be committed to personal and social responsibilities.</p> <p>To uphold the rule of law.</p> <p>To be aware of significant personalities, events and turning points in our history.</p>
	Immersion Activities	<p>Become curators of a Churchill exhibition!</p> <p>Develop an understanding of who Churchill was and his significance as a leader.</p>	<p>Consider the Paris Peace Treaties of 1947 and make a peace dove as part of a class reflection.</p> <p>Plan a street party in the style of those that took place on VE day.</p>	<p>The environment - frozen world display and clues in ice blocks</p>	<p>Presentations to parents, visit to a cable car.</p>	<p>A visit from the Fire Brigade.</p>	<p>Drama- a short play to conclude the topic.</p>

Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2018-2019 YEAR B	Europe	Europe	People in the Past	People in the Past	Watery Worlds	Watery Worlds
EYFS/KS1	Title	We are British and we live in Europe	Why do we wear poppies?	Famous for more than 5 minutes Sports people Block K	Famous for more than 5 minutes Sports people Block K	Oceans and seas	Oceans and seas
	Central Idea	Learn about the countries and capitals of the UK. Learn fundamental information, key geographical vocabulary and important skills such as using maps, atlases and globes.	Celebrate family history and culture. Some people in the past are remembered for what they have done.	Learn about the lives and achievements of the athletes Jesse Owens and Ellie Simmonds, including typical days in their lives. Learn about the key changes and developments in sport from 1936 to the present.	Take part in exercises and organise an alternative Olympics – The Vegetable Olympics! Plan this event, present ideas, make vegetable Olympic flags, participate in the grand event and develop a final victory parade.	Children will build their knowledge of oceans and seas around the world. They will begin to understand the different environments these represent and how they affect life on land as well as at sea.	Life under the sea- develop their geographical skills and build up their knowledge of food chains, exploration, and evolution.
	Lines of Enquiry/Subject Focus	Discover family stories of places of origin/memories of childhood. Investigate location of UK and other countries worldwide. Name, locate + identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas. Use basic geographical vocabulary to refer to key physical and key human features. Use world maps, atlases and globes to identify the UK and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	History - events beyond living memory - why do we wear poppies? Find out about poppies, war memorials and their links to Remembrance Day. Use Michael Foreman's book 'War Game' to help children become aware of things that are important to them. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life, identifying similarities and differences between different periods. Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. Use drawing and painting to develop and share ideas and imagination.	Be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Interpret a range of sources of geographical information, including maps, globes and aerial photographs. Name and locate the world's 7 continents and 5 oceans. Use basic geographical vocabulary to refer to key physical features, including 'sea', 'ocean' and 'weather'. 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.	Produce creative work and ideas and recording their experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

	Immersion activities	Environment - flags of the world. Organise a country food fair.	Create a worship/remembrance service for the whole school to take part in.	Visit from a Olympic medal winner.	Farthinghoe – triathlon.	Visit Sealife centre in Birmingham	Produce pieces of music inspired by different elements of the sea.
KS2	2018-19 YEAR B Title	Rainforests	Rainforests	Stone Age to Iron Age	Stone Age to Iron Age	Earth Matters	Earth Matters
	Central Idea	This topic will introduce children to rainforests around the world. They will learn what they are, where they are, what they contain and who lives there.	Along the way they will develop their skills by creating reports, creating their own rainforests, and becoming David Attenborough.	Archaeological skills and vocabulary, help them to create Ice Age art, as well as through activities researching and making Stone Age homes.	To understand the Bronze Age, the children find out about tool making and while making models, they explore the religious importance of Stonehenge.	Key aspects of physical Geography that children need to understand and describe in KS2. The children gain a thorough knowledge of the water cycle, coasts and rivers, mountains, volcanoes, earthquakes, climate zones and biomes.	Study the water cycle and the physical geography of coasts and coastal features. Learn about coastal erosion and the impact of the sea on human activity.
	Lines of Enquiry/Subject Focus	To locate vegetation belts around the world. To identify the position and significance of latitude, longitude, Equator. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. DT- To generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces. To select from and use a wider range of tools and equipment to perform practical tasks.	Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food. Understand geographical similarities and differences through the study of human geography of a region of the UK and a region of South America. Understand geographical similarities and differences through the study of human geography of a region of the UK and a region within a rainforest. Explore the effect	Understand how our knowledge of the prehistoric past is constructed from a range of sources, and should evaluate the reliability of each of these sources. Develop the appropriate use of historical terms. Establish clear narratives within and across the periods they study. Understand how some of our knowledge of the past is constructed from archaeological excavation.	Learn about the great artists, in this case the anonymous artists of the Ice Age. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, charcoal, paint, clay]. Use the symbols and key of Ordnance Survey maps. Read and generate four and six-figure grid references. Become familiar with sketch maps and plans. Use the eight points of a compass, four and six-figure grid references, symbols and	Form an understanding of the water cycle, creating simple models of it. Explore and discuss coastal features and processes and the impacts of coastal erosion. Describe and understand key aspects of physical geography including the geology and climates of mountain ranges. Use maps, atlases, globes and digital/computer mapping to locate	Improve mastery of art and design techniques. Produce creative work, exploring their ideas and recording their experiences. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

		Art - Develop art techniques, including use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.	humans can have on their environment. To understand that our knowledge of the past is constructed from a range of sources.		key (including the use of Ordnance Survey maps).	countries and describe features studied. Produce models of the five types of mountain (dome, volcanic, plateau, fault-block, fold). Select from and use materials, including construction materials and textiles, according to their functional properties and aesthetic qualities.	
	British Values	To identify with different people and their cultures. To support the principle of freedom of expression. To develop a sense of community and togetherness.	To be committed to personal and social responsibilities. To be conversant with examples of British creativity and/or culture.	To be aware of significant personalities, events and turning points in our history.	To appreciate the importance of equality before the law.	To have some understanding of how a democratic political system works.	
	Immersion Activities	Make our own greenhouses.	Visit to The Living Rainforest.	The Oxfordshire Museum- <i>Learn how to be an archaeologist</i>	Iron Age Tribal meeting to discuss the impending invasion of the Roman Army.	Investigations day - water and bridges.	The Tempest- Shakespeare

Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2019–2020 YEAR C	A World of Difference	A World of Difference	Britain in Times Gone By	Britain in Times Gone By	Amazing Achievements	Amazing Achievements
EYFS/KS1	Title	Our Village, Our World	Our Village, Our World	Monarchs	Monarchs	Get Well Soon	Keeping Fit and Healthy
	Central Idea	Rosie the Hen takes a walk around the farmyard and then takes a second walk around our school! Plot a route for her and then answer her questions about the unique history of the school and its locality before carrying out a travel and traffic survey to answer more of Rosie's questions.	Learn about playgrounds with Dora the explorer. Gather information through field work, orienteering, measuring and map activities. Explore playgrounds in other parts of the world and learn a playground game. Draw pictures of your ideal playground and campaign for. playground improvement-representatives to the parish council.	Compare the lives and reigns of Elizabeth 1 and Queen Victoria. Place their reigns and significant events within a chronological timeline.	What was it like to live in our village during Tudor times?	A complete historical study of Nurse Mary Seacole and the Crimean war.	Investigate healthy nutrition, past and present; Learn about the benefits of yoga; Take part in a yoga session in class.
	Lines of Enquiry/Subject Focus	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. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. To create a simple block graph to show results of a travel to school survey; think about local travel options; road safety	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. Use basic geographical vocabulary to refer to: key physical/human features. Children will think about creating an outside space with places to think, learn and exercise. They will draw pictures of their ideal playground and present their work to the School Council for a simple change to be made	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life, identifying similarities and differences between different periods. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Use drawing and painting to develop and share their ideas and imagination.	Farming methods in the past. Link with the Warriner Farm Farthinghoe has a very strong link with the agricultural community, currently half the village is tied/owned to the Large farm which surrounds the village. This unit of work will allow us to spend an afternoon a week at the Warriner farm as well as being visited every two weeks by a farmer from the village. We will keep our own animals for this 6 week unit.	Begin with a portrait of Mary Seacole and decipher clues about this historical figure, then travel back in time to become the characters in Jennifer Worth's books. Examine the role of nurses today and find out what qualities are needed to become a nurse. Discover how to avoid being ill through healthy eating and exercise and have the opportunity to create a healthy food plate. Learn basic first aid skills.	Learn about the Olympics and Paralympics; Learn about the athletes Jesse Owens and Ellie Simmonds, their lives, achievements and challenges; Create a webpage using Weebly or another webpage design packageBe taught about the lives of significant individuals in the past who have contributed to national and international achievements.

	British Values	To respect the opinions and beliefs of others.	To understand and exercise the notion of fair play. To identify with different people and their cultures.	The values of a monarch. To uphold the rule of law. To support the principle of freedom of expression.	To be aware of significant personalities, events and turning points in our history.	To respect the opinions and beliefs of others.	To be aware of significant personalities, events and turning points in our history.
	Immersion activities	Create our own village- to show that even though we do not all come from the same village we share the same values.	Our very own parish council.	Visit to the Warriner farm.	Anne Hathaways Farm in Stratford Upon Avon.	Create our own hospital. Talk from a doctor and a nurse.	First Aid for all certificate
KS2	2019–2020 YEAR C	Modern Europe- Brexit	Modern Europe- Brexit	Raids and Invasions Romans	Raids and Invasions Romans	Silverstone	Going for Gold Sports Olympics
	Central Idea	Understand the amazing physical and human geography of Modern Europe. Travel around, learn key facts and explore the varied countries that make up our European continent.	Develop skills in human and physical geography and further their historical and cultural knowledge of these countries as well.	Children learn about the Roman Empire and its impact on Britain at the time and the legacy it left us.	Understand where in Europe Rome is, and how the Romans came to extend their influence and create such a large and influential empire.	Find out about where sporting tournaments are taking place and which countries will be taking part. Research and discuss the values upheld by different sporting organisations.	Learn about the history of athletics and make a timeline of key events, research specific aspects of athletic history, use hot-seating and role-play to learn about the achievements of Roger Bannister.
	Lines of Enquiry/Subject Focus	Locate the world's countries, using maps to focus on Europe (including the location of Russia). Describe and understand key aspects of physical geography including rivers and mountains. Locate the world's countries, concentrating on major cities. Use maps, atlases, globes and digital mapping.	Describe and understand key aspects of 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. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study. To understand how our knowledge of the past is constructed from a range of sources. Develop their techniques, including their control and their use of materials and to	Understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about the Roman Empire and its impact on Britain. Select from and use a wider range of tools and equipment accurately to perform practical tasks. Select and use a wider range of materials and components according to their functional	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should construct informed responses that involve thoughtful selection and organisation of	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of

		<p>Describe & understand key aspects of physical geography including climate zones, rivers & mountains.</p> <p>Describe and understand 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> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Describe and understand key aspects of physical and human geography.</p>	<p>Prepare and cook two savoury and one sweet Spanish dish using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>understand the historical and cultural development of their art form.</p>	<p>properties and aesthetic qualities.</p> <p>To ask and address historically valid questions about change, cause, similarity and difference and significance.</p> <p>To begin to understand the legacy left by the Romans on Britain and its impact on our subsequent history.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>relevant historical information.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance.</p> <p>Understand athletic history as an overview and research some specific aspects of athletic history.</p> <p>Understand the motivations and contributions of some famous British athletes.</p> <p>Learn about the variety of amateur athletics events available in the UK and internationally, choosing one to research and present to the class.</p>	<p>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
	British Values	To identify with different people and their cultures.	<p>To uphold the rule of law.</p> <p>To appreciate the importance of equality before the law.</p> <p>To be conversant with examples of British creativity and/or culture.</p>	To support the principle of freedom of expression.	To be aware of significant personalities, events and turning points in our history.	To have some understanding of how a democratic political system works.	To understand and exercise the notion of fair play.
	Immersion Activities	Create a giant map of Europe.	Creation of a tour around Europe without leaving Farthinghoe.	Roman immersion day- focus on our area	To carry out a play. Boudicca- the untold story.	Create our own Silverstone. World At Work event	Multi-Sports workshop.

Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2020–2021 YEAR D	Our Wonderful World	Our Wonderful World	History Detectives	History Detectives	Global Design	Global Design
EYFS/KS1	Title	We are Britain. A walk around our country	We are Britain. Tales of the River Bank	Carnival of the Animals- Dinosaurs	Carnival of the Animals- Dinosaurs	Weather Experts	Weather Experts
	Central Idea	British values, seaside, mountains and hills.	Four nations, Rivers and Canals	Who were the dinosaurs?	Fossil Hunters	Weather forecasts and weather stations	Build knowledge of seasonal and daily weather patterns in the UK.
	Lines of Enquiry/Subject Focus	<p>What is it like to live in Britain? Name, locate + identify characteristics of the 4 countries & capital cities of the UK and its surrounding seas. Vocabulary to refer to key physical and key human features. Use world maps, atlases and globes to identify the UK and its countries. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Pupils should be taught about changes within living memory; Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Learn about rivers and canals with Ratty and Moley. Carry out an investigation to find out how rivers begin and develop. Journey down a river, create rivers and canals and discover the differences. Pupils should be taught to use basic geographical vocabulary to refer to key physical features, including rivers. Understand and describe key aspects of physical geography including: rivers, mountains and the water cycle.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Name and locate the world's 7 continents and 5 oceans. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify countries, continents and oceans.</p>	<p>Learn to use their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Perform dances using simple movement patterns. Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Identify daily weather patterns in the UK. Locate the UK on a map and find and name the countries in the UK. Use simple compass directions. Locate London and know it is a capital city. Gain a better understanding of the weather through weather observations, gathering data and performing simple tests. Research world locational knowledge and use geographical language (poles, equator, continent, ocean and the 5 key climate zones). Be introduced to the impact of human activity on climate.</p>	<p>Begin to understand the hot and cold areas of the world as well as developing locational knowledge and early geographical skills. Design and build a flood- resistant house and evaluate models through discussion. Select and use materials to make dens and models based on their properties. Children will be introduced to famous artists and works of art, they will make their own versions of art using different techniques including: brushstrokes, texture, colour, line, pattern and shape. Understand the significance of the equator in relation to climate.</p>

	Immersion Activities	Lighthouse Keeper story	Why is the canal important to Banbury?	Did the Dinosaurs visit Farthinghoe?	Visit to Natural History Museum in Oxford.	Make a weather station	Pair with a school in a contrasting locality.
KS2	2020–2021 YEAR D	Mountains, Rivers and Coasts	Comparing People and Places	Dinosaurs and Fossils	Dinosaurs and Fossils	British design from 1066 to the present day	Victorian Design
	Central Idea	What mountains, rivers and coasts actually are, and some of the forces that help create and shape these important features, and the effects they have on the world around them.	Climates, human interactions, and lifestyles shaped by the mountains, rivers and coasts of the world.	Learn about the creatures that inhabited the Earth and study the main epochs of fossils. Investigate famous 18th Century palaeontologists Mary Anning and William Buckland.	Explore fossil footprints and fossils humans, ice age creatures and their fossils. Learn about Darwin and the story of evolution.	Investigate key changes in materials and manufacturing processes and gain an understanding of this aspect of social history in Britain.	Study Victorian design focussing particularly on Industry.
	Lines of Enquiry/Subject Focus	Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. Use atlases, globes and digital/computer mapping to locate countries and describe features. Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics. Art- An understanding of the historical and cultural development of their art forms. An understanding of how art and design reflect history. To evaluate and analyse creative works	Describe and understand key aspects of 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. Describe and understand key aspects of physical geography including climate zones. DT- Select from and use a wider range of tools and equipment to perform practical tasks. 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.	Science- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. DT- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Art- Produce creative work, exploring their	Science- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Find out about the work of scientists such as Charles Darwin. DT- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. Art- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example; changes in an aspect of social history such as clothing. To address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Art- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To improve their mastery of art and design techniques including painting.	DT- To develop the creative, technical and practical expertise needed to perform everyday tasks accurately. To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals or groups.

		using the language of art, craft and design.		ideas and recording their experiences.			
	British Values	To identify with different people and their cultures.	Acquire a broad general knowledge of and respect for public institutions and services (Queen and Royal Family).	To understand the notion of fair play. To uphold the rule of law.	To develop a sense of community and togetherness.		To be conversant with British creativity and culture. To cherish the liberty afforded to the citizens of our country.
	Immersion Activities	Visit to River and Rowing Museum in Henley.	A trip on the canal.	Did the Dinosaurs visit Farthinghoe?	Create our own museum within the school.	Visit to The Design Museum in London.	Creation of our own design museum, using local designers as well as our own projects.