

Farthinghoe Primary School Long Term Curriculum Map

Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2013 - 2014	local history/geog	local history/geog	FROZEN WORLDS	FROZEN WORLDS	Past events	Past events
EYFS/KS 1	YEAR A	Our village now and then school,playground	Our village now and then Homes,garden	Weather Experts Units AEFG	Weather Experts- Explorers Famous for more than 5 mins Block J	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 developing locational knowledge and early geographical skills.	Contrast fire-safety from the past with today. Study the buildings of the period and create your 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, Art- 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 their 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	STUNNING START the environment - frozen world display	fabulous finish -	stunning start – Invite the Fire Brigade into school to talk about how to fight fire.	Fabulous finish- organise a classroom tour of 17th Century London to demonstrate all the knowledge the class have acquired.
KS2	2013-2014 YEAR A	Rainforests	Rainforests	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	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!	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	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	Understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food. Understand geographical similarities and	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>mapping to locate countries and describe features studied. DT- To generate, develop, model and communicate their ideas through discussion, annotated sketches and pattern pieces.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks. Art Develop art techniques, including use of materials, with creativity, experimentation and an increasing awareness of different kinds of art.</p>	<p>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 humans can have on their environment.</p> <p>To understand that our knowledge of the past is constructed from a range of sources.</p>	<p>key physical and human characteristics, countries and major cities. 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. 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. DT- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 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. Undertake an in-depth study of The Shang Dynasty of Ancient China DT- . Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 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. Art- An in-depth study of The Shang Dynasty of Ancient China. Gain an increasing awareness of different kinds of art, craft and design. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 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 To support the principle of freedom of expression To develop a sense of community and togetherness</p>	<p>To be committed to personal and social responsibilities To be conversant with examples of British creativity and/or culture</p>	<p>To identify with different people and their cultures To appreciate the importance of equality before the law</p>	<p>To be committed to personal and social responsibilities 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 To uphold the rule of law To be aware of significant personalities, events and turning points in our history</p>
	immersion Activities	Our very own greenhouses...	Visit the coffee factory.	STUNNING START the environment - frozen world display and clues in ice blocks	Fabulous finish - presentations to parents, visit to a cable car.	A visit from the Fire Brigade.	Drama- a short play to conclude the topic.

Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2014 - 2015 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. History- 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 in using colour, pattern, texture, line, shape, form and space. Use drawing and painting to develop and share their 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. 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 Brimingham	Produce pieces of music inspired by different elements of the sea.
KS2	title	World War 2 in Europe (UKS2)	Battle of Britain	Stone Age to Iron Age (UKS2)	Stone Age to Iron Age (UKS2)	Earth Matters (UKS2)	Earth Matters (UKS2)
	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	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	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. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history (the	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 historical information. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.	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	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	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. To describe and understand key aspects of physical geography including the geology and climates of mountain	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.

		<p>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>		excavation.	<p>references. Become familiar with sketch maps and plans. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p>	<p>ranges. Use maps, atlases, globes and digital/computer mapping to locate 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.</p>	
	British Values	<p>To identify with different people and their cultures To develop a sense of community and togetherness</p>	<p>To uphold the rule of law To cherish the individual liberty afforded to citizens of these islands To be aware of significant personalities, events and turning points in our history</p>	<p>To be aware of significant personalities, events and turning points in our history</p>	<p>To appreciate the importance of equality before the law</p>	<p>To have some understanding of how a democratic political system works</p>	
	immersion Activities	<p>stunning start - Become curators of a Churchill exhibition! Develop an understanding of who Churchill was and his significance as a leader.</p>	<p>Fabulous Finish- Consider the Paris Peace Treaties of 1947 and make a peace dove as part of a class reflection. Plan a street party in the style of those that took place on VE day.</p>	<p>Woodstock museum- <i>Learn how to be an archaeologist</i></p>	<p><i>Iron Age Tribal meeting to discuss the impending invasion of the Roman Army</i></p>	<p>stunning start - sea shanties, map of the seas and oceans. Investigations day - water and bridges.</p>	<p>The Tempest-shakespeare</p>

Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2015 – 2016 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/KS 1	Title	Africa (School designed Unit)	Africa (School designed Unit)	Famous for more than 5 mins Monarchs	Famous for more than 5 mins Monarchs	Reach for the stars (Fighting fit, old unit)	Reach for the stars (Fighting fit, old unit)
	Central Idea	What is it like to be a child in Kenya? How does it compare to my life in the UK?	To be created together as the curriculum cycle is repeated.	Compare the lives and reigns of Elizabeth 1 and Queen Victoria, two fascinating monarchs. Place their reigns and significant events within a chronological timeline.	What was it like to live in Victorian Britain?	Health and safety, immobility and disablement, famous blind-deaf people (Helen Keller, Louis Braille, Beethoven). Explore healthy eating, exercise and food origins.	The theme 'Nurse Mary Seacole' is a complete historical study of Nurse Mary Seacole and the Crimean war
	Lines of Enquiry/Subject Focus	GEOG - place knowledge. Compare life in UK to contrasting non- European country - Kenya (primary matters) and include weather patterns Uk and hot /cold areas of world		HIST lives of significant individuals in the past - Elizabeth 1 and Queen Victoria. 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.	Victorian Britain (school designed module)	Historical concepts, vocabulary and representations through exploring the ways in which life has changed over the time. Develop a chronology of domestic life, clothes, transport, communication methods, toys and books, food and music.	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 real nursing skills and test those skills on patient teddy

	British Values	To identify with different people and their cultures To respect the opinions and beliefs of others		The values of a monarch.. To uphold the rule of law To support the principle of freedom of expression	To understand and exercise the notion of fair play 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	Text: A Country Far Away Phillipe Dupasquier		visit to Rockingham Castle or Warwick Castle?	Victorian Day / visit to Holdenby House for a Victorian Day?	Create our own hospital.... Talk from a doctor and a nurse.	Create a hospital of the future.
KS2	Title	Modern Europe (LKS2)	Modern Europe (LKS2)	Raids and Invasions Romans (LKS2)	Raids and Invasions Romans (LKS2)	Going for Gold Sports Tournaments (LKS2)	Going for Gold Sports Tournaments (LKS2)
	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 your 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.	Rome – legend and fact – and 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 and prompt some impressive geography learning. Research and discuss the values upheld by different sporting organisations	history of athletics and to 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.

	<p>lines of Enquiry/Subject Focus</p>	<p>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 & understand key aspects of physical geography including climate zones, rivers & mountains. 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. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Describe and understand key aspects of physical and human geography.</p>	<p>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. Prepare and cook two savoury and one sweet Spanish dish using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>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 the historical and cultural development of their art form.</p>	<p>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 properties and aesthetic qualities. To ask and address historically valid questions about change, cause, similarity and difference and significance. To begin to understand the legacy left by the Romans on Britain and its impact on our subsequent history. To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>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 relevant historical information. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance. Understood athletic history as an overview and researched some specific aspects of athletic history. Understood the motivations and contributions of some famous British athletes. Understood the variety of amateur athletics events available in the UK and internationally, choosing one to research and present to the class.</p>	<p>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 settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>
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	British Values	1. To identify with different people and their cultures	To uphold the rule of law To appreciate the importance of equality before the law To be conversant with examples of British creativity and/or culture	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	Giant map of Europe-how can they recreate.	Creation of a tour around Europe without leaving Farthinghoe	Roman immersion day-focus on our area	<i>A to B. Study Roman roads</i>	2012, an opening ceremony	Road to Rio- Olympic workshop

Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2016 – 2017 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 Block A, B and C	Weather Experts Block D,E,F and G
	central idea	British values, seaside, mountains and hills.	Four nations, Rivers and Canals	Who were the dinosaurs?	Fossil Hunters	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.
	lines of Enquiry/Subject Focus	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.	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. Use basic principles of a healthy + varied diet to prepare dishes. Instill a love of cooking in children. Enable students to acquire a broad general knowledge of and respect for public institutions and	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 basic geographical vocabulary to refer to key physical features – vegetation, season, weather.	Pupils should be taught to use their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. Pupils should be able to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Pupils should perform dances using simple movement patterns. Pupils should be taught to use a range of materials creatively to design and make products. Pupils should be taught about the lives of significant individuals in the past who have contributed to national	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. 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.	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.

			services (Queen and Royal Family).	Use world maps, atlases and globes to identify countries, continents and oceans	and international achievements.		Identify and locate Antarctica.
	immersion Activities	Lighthouse keeper story	Why is the canal important to Banbury?	Did the Dinosaurs visit Farthinghoe?	Oxford Museum	Become a weather station	Pair with a school in a contrasting locality.
KS2	2016 - 2017	Mountains, Rivers and Coasts (LKS2)	Comparing People and places Block A and F (UKS2)	Dinosaurs and Fossils (UKS2)	Dinosaurs and Fossils (UKS2)	British design from 1066 to the present day.	Victorian Design
	Central idea	What mountains, rivers and coasts actually are, 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 fascinating 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 story of evolution.	Investigate key changes in materials and manufacturing processes and gain an understanding of this aspect of social history in Britain.	Focus on 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	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	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	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	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,	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.

		<p>physical characteristics.</p> <p>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 using the language of art, craft and design.</p>	<p>construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.</p> <p>Art- Produce creative work, exploring their ideas and recording their experiences.</p>	<p>given goals.</p> <p>Art- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>and understand the historical and cultural development of their art forms. To improve their mastery of art and design techniques including painting.</p>	
	British Values	. To identify with different people and their cultures	Enable students to acquire a broad general knowledge of and respect for public institutions and services (Queen and Royal Family).	To understand the notion of fairplay. 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	River Museum Henley – on – Arden	A trip on the canal... snow zone.	Did the Dinosaurs visit Farthinghoe?	Oxford Museum... Create our own museum within the school.	Visit to the design museum London,	Creation of our own design museum, using local designers as well as our own projects