

Theme Overview- Cycle B

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Driver	<p>EYFS -Understanding The World People and Communities</p> <p>'Marvellous Me' Including where I live</p> <p>Y1-Y6 History- Significant Individuals</p> <p>Intelligent Individuals</p> <p>Author Study</p>	<p>EYFS -Understanding the World :The World</p> <p>My Body</p> <p>Y1-Y6Science</p> <p>Sensational Science</p>	<p>EYFS -Understanding the World :The World</p> <p>Materials Matter</p> <p>Y1-Y6 Science</p> <p>Exhilarating Energy</p>	<p>EYFS -Understanding The World People and Communities</p> <p>'Important People'</p> <p>Y1-Y6 History- Changes In Living Memory</p> <p>Transformations through time</p> <p>Author Study</p>	<p>EYFS Understanding the World: The World</p> <p>The World around us - Sheffield</p> <p>Y1-Y6 Geography- Non European</p> <p>Skylines</p>	<p>EYFS Understanding the World: The World</p> <p>Puzzling Plants and awesome animals</p> <p>Science</p> <p>Mother Nature</p>
National Curriculum Overview KS1	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in</p>	<p>Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice</p>	<p>Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and</p>	<p>Use world maps, atlases and globes identify the UK and it's countries as well as other countries and continents. Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p>Science Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them, observe changes over time, and, with guidance, they</p>

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	<p>which we find out about the past and identify different ways in which it is represented</p>	<p>patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</p>	<p>simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</p>	<p>understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>		<p>should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.</p>
<p>National Curriculum Overview KS2</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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. 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. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what</p>	<p>Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and</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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. 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. They should understand</p>	<p>Locate the world's countries using maps to focus on Europe (including Russia) and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and cities. Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these have changed over time.</p>	<p>Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what</p>

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		<p>observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data</p>	<p>the type of simple equipment that might be used.</p> <p>Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which</p>	<p>how our knowledge of the past is constructed from a range of sources.</p>	<p>Identify the position and significance of latitude longitude, equator, N & S hemisphere, tropics of cancer, & Capricorn, Arctic & Antarctic circles Prime/Greenwich Meridian and time zones</p>	<p>observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions; select and plan the most appropriate type of scientific enquiry to use to answer scientific questions; recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment. They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them; choose the most appropriate equipment to make measurements and explain how to use it accurately. They should decide how to record data from a choice of familiar approaches; look for different causal relationships in their data</p>
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		and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.	secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.			and identify evidence that refutes or supports their ideas. They should use their results to identify when further tests and observations might be needed; recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.
Supporting Subjects	DT Music	Art Computing	Art Computing	DT Computing	Art Music	DT Music
Stand Alone Subjects	PE RE/PSHE MFL	PE RE/PSHE MFL	PE RE/PSHE MFL	PE RE/PSHE MFL	PE RE/PSHE MFL	PE RE/PSHE MFL
Hook	Archaeologists carrying out an archaeological dig to find out about life duringtimes	Science Technicians - link to individual theme	Computer programmers commissioned to use materials/electricity to make something work	Curators	Architects commissioned to design a building that will stand out on the skyline of the city	Natural historians working with David Attenborough to make a documentary about the natural world
Outcome	Museum	Newsround	Computer program/model that is programmed to work	Exhibition	Model	Short documentary
EYFS	All About Me	Senses	Materials	People and Communities	Around The World	Plants and animals
KS1	Lives of Significant Individuals in the past Elizabeth I Cross Curricula Geography: Locational Knowledge, Place Knowledge	Humans: Senses and Body Parts	Materials	Flight and Travel Cross Curricula Geography Locational Knowledge, Human and Physical Geography, Place Knowledge Geographical	Capital Cities around the world: London, Camberra, Washington	Plants

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				skills and Fieldwork - Compass directions, globes atlas's world maps		
LKS2	<p>Changes In Britain from Stone Age to Iron Age</p> <p>Bronze/Age/Iron Age/Stone Age</p> <p>Cross Curricula Geography: Lo Locational Knowledge, Human and Physical Geography, Place Knowledge Geographical skills and Fieldwork - Compass directions, globes atlas's world maps. Human and Physical Geography - settlements and land use, trade, economic activity, use of natural resources</p> <p>Cross Curricula Science: Rocks</p>	Forces and Magnets	Electricity and Sound	Shang Dynasty	Japan - Tokyo	Light
UKS2	<p>Depth Study Queen Victoria and The British Empire</p> <p>Cross Curricula Geography: Lo Locational Knowledge, Human and Physical Geography, Place Knowledge Geographical skills and Fieldwork - Compass directions, globes atlas's world maps. Human and Physical Geography - settlements and land use, trade, economic activity, use of natural resources</p>	Earth and Space, Forces	Light and Electricity	<p>Social History -Linked to Ancient Greece</p> <p>Changes in Leisure and Entertainment</p> <p>Cross Curricula Geography: Lo Locational Knowledge, Human and Physical Geography, Place Knowledge trade, economic activity</p>	Russia- Moscow	Evolution and Inheritance
Y6 Revision				Y6 Revision		

We create units of learning that develop children's skills and knowledge in science, art, design technology, geography and history. Over the course of a year we ensure that there is a balanced coverage of each subject.