

Year	Autumn	Spring	Summer
<p>Year 1 2019/20</p> <p>Phase 1</p>	<p>Sustainable Planet?</p> <ul style="list-style-type: none"> -name and locate the world's seven continents and five oceans -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country -Weather patterns in UK – hot and cold areas of the world. <p>Countries: Scotland (Katie Morag), The Amazon rainforest</p>	<p>Settlements</p> <ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries (Viking Market)] 	<p>Performance</p> <ul style="list-style-type: none"> - Ancient Greece – a study of Greek life and achievements and their influence on the western world (Olympics) - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - design purposeful, functional, appealing products for themselves and other users based on design criteria - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - evaluate their ideas and products against design criteria (Olympic mascots /logos etc) - recognise common uses of information technology beyond school - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to use a range of materials creatively to design and make products - use technology purposefully to create, organise, store, manipulate and retrieve digital content

<p>Phase 2</p>	<p style="text-align: center;">Sustainable Planets</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Countries: Brazil (Journey to The River Sea)/Rio, Paris (Hugo Cabret),</p>	<p style="text-align: center;">Settlements</p> <ul style="list-style-type: none"> ▪ Britain's settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ the Roman Empire and its impact on Britain 	<p style="text-align: center;">Performance</p> <ul style="list-style-type: none"> ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world (Olympics) ▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (Olympic data) ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria (Olympic mascot/logo etc) ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ▪ explore and evaluate a range of existing products ▪ develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
<p>Year 2 2020.21</p> <p>Phase 1</p>	<p style="text-align: center;">Journeys</p> <p>name and locate the world's seven continents and five oceans</p> <p>-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>-Weather patterns in UK – hot and cold areas of the world.</p> <p>Countries: St Lucia (anna Hibiscus), Dartmoor (spiritual) Malawi/Ethiopia</p>	<p style="text-align: center;">Ancient Times</p> <ul style="list-style-type: none"> - events beyond living memory that are significant nationally or globally - the lives of significant individuals in the past who have contributed to national and international achievements (Time machine) 	<p style="text-align: center;">Express Yourself</p> <ul style="list-style-type: none"> ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ recognise common uses of information technology beyond school (graphic design, illustration etc) ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ evaluate their ideas and products against design criteria

<p>Phase 2</p>	<p style="text-align: center;">Journeys</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> ▪ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Countries: North America (Edward Tulane), Spain/France (Santiago de Compostela) Malawi/Ethiopia</p>	<p style="text-align: center;">Ancient Times</p> <ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p style="text-align: center;">Express Yourself</p> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - to create sketch books to record their observations and use them to review and revisit ideas - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - explore and evaluate a range of existing products
<p>Year 3 21/22 Phase 1</p>	<p style="text-align: center;">Where in The World?</p> <p>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America</p> <p>Human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Countries: Antarctica, The River Dart</p>	<p style="text-align: center;">Inventions/Back in Time for Blackawton</p> <ul style="list-style-type: none"> ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - significant historical events, people and places in their own locality. - the lives of significant individuals in the past who have contributed to national and international achievements. Some should 	<p style="text-align: center;">Grand Designs</p> <ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different

		<p>be used to compare aspects of life in different periods</p>	<p>practices and disciplines, and making links to their own work</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ evaluate their ideas and products against design criteria ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria
<p>Phase 2</p>	<p>Where in The World</p> <ul style="list-style-type: none"> ▪ 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, key physical and human characteristics, countries, and major cities ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ▪ 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 ▪ London (StoneHeart – London Trip) Russia 	<p>Inventions/Back in Time for Blackawton</p> <ul style="list-style-type: none"> ▪ a local history study ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (War for a month) 	<p>Grand Designs</p> <ul style="list-style-type: none"> - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - about great artists, architects and designers in history. - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.