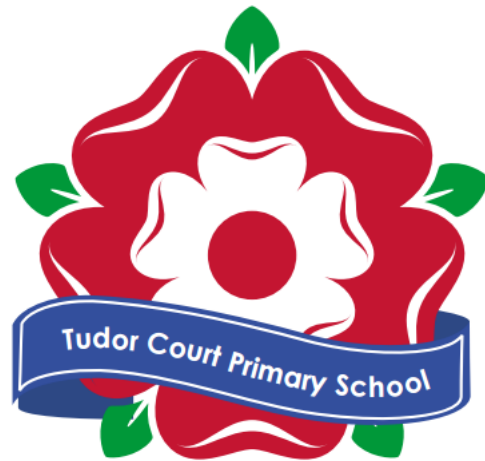


Tudor Court Primary

Curriculum Map – Cycle 4

13th May 2024 – 23rd July 2024



Learning Power Focus: Reflective Year: Reception

Inspire – Challenge - Succeed



Prime Areas of Learning and Development

Communication and Language:

- Develop storylines in their pretend play and use conversations and discussions to solve problems, organise thinking and activities.
- Explain how things work and why they might happen.
- Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Talk about stories and make connections with events in their own lives or other familiar stories.
- Talk about pictures in storybooks and use them to discuss how characters might be feeling.

Physical Development:

- Move confidently in a range of ways and safely negotiate space, obstacles and terrains.
- Travel around with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.
- Join with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.
- Pat, throw, kick, pass, aim, bat and catch different sized ball with increasing control.
- Make simple prints using a variety of tools, including blocks and rollers.
- Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
- Select appropriate tools and media to draw with.
- Use a range of media, tools and techniques to create images, express ideas and show different emotions.

Personal, Social and Emotional Development:

- Follow instructions when in different environments and when handling simple equipment, such as scissors
- Understand that they must wait for their turn to use equipment or take part in part activities
- See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.
- Talk about why it is important to stay safe in the sun.
- Show an understanding of their feelings and those of others
- Be confident in trying new activities showing independence, resilience and perseverance

Jigsaw - Relationships and Changing Me

Topic: Gardens and Minibeasts.

Enquiry Question: What do we notice about living things?

Key Concepts: Habitats, lifecycles, environment, growth

Key Vocabulary:

notice, predict, living things, breathe, soil, plant, seed, roots, stem, petals, change, decay, life-cycle, antennae, insect, alive, arachnids, similarities, differences.

Significant individuals and events:

- 5 June: World Environment Day: **#GenerationRestoration**
- June: National Festival of Fieldwork – **Fieldwork for Everyone**

Community and Local Links:

- Explore the school grounds and tree areas. Look for different plants, flowers and minibeasts within the school environment – How are the environments the same or different?
- Visit Chafford Gorges Nature Discovery Park – Wouldham Cliffs – in summer this area is inhabited by butterflies, dragonflies and damselflies.

Coherence

- Understanding that things change with the seasons and that different living things live in different places (Y1 geography – hot and cold places and Y1 Science- weather)

Learning Power Focus: Reflective

Year: Reception

Inspire – Challenge - Succeed



Specific Area of Learning and Development

Literacy

Phonics:

- Continuing RWI
- Use phonic knowledge to segment and blend sounds into words
- Engaging in shared reading and dialogic book talk

Reading:

- Listen to and talk about selected fiction and non-fiction books to develop deep familiarity with new knowledge and vocabulary
- Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge
- Retell stories and narratives through role play and small world, using some key vocabulary

Suggested texts:

- Katie and the sun flower
- A seed in need
- What the Ladybird Heard
- Mad About Minibeasts!
- Aaaarrgghh, Spider!
- Are You a Snail?
- My First Book of Garden Bugs (RSPB)
- Non-fiction books and online texts about living things
- First Facts Bugs
- The Tiny Seed
- I Can Grow a Sunflower

Topic: Gardens and Minibeasts.

Enquiry Question: What do we notice about living things?

Key Concepts: Habitats, lifecycles, environment, growth

Specific Area of Learning and Development

Writing

- Write short sentences and phrases using words with known sound-letter correspondences.
- Form lower-case and capital letters correctly.
- With support, begin to use a capital letter, finger spaces and a full stop.
- Share writing with others, reading it aloud where appropriate.
- Spell words by identifying the sounds and then writing the sounds with letters
- Use writing to communicate thoughts, ideas and events in their play.
- Spells common exception words matching the schools programme
 - Story maps, e.g. story about a plant, bugs and insects
 - The lifecycle of an insect.
 - Sunflower Seed Diary
 - Instructions, e.g. planting seeds
 - Simple recounts
 - Descriptions, e.g. of a favourite minibeast
 - Labelling diagrams, photographs and drawings

Maths: Subitising, (Cardinality, ordinality and counting), Composition and Comparison.

Mastering Number Week 23 - 31

- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers
- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

Measure, Shape and Spatial Thinking:

- Spatial Reasoning 2: Compose and Decompose
- Spatial Reasoning 3: Visualise and Build
- Spatial Reasoning 4: Mapping

Learning Power Focus: Reflective Year: Reception

Inspire – Challenge - Succeed



Understanding the World:

- Begin to observe and talk about living things in the local environment
- Observe and describe living things and their habitats within the local environment
- Represent scientific observations by mark making and drawing observations
- Offer explanations of why things happen, making use of vocabulary, such as, because, then and next
- Identify common features of different..... Mini beast)
- Begin to talk about ways to care for a plant or animal
- Explore the natural world around them and give simple descriptions, following observation, of changes
- Notice and begin to describe patterns of weather in summer and winter

Expressive Arts and Design:

- Learn and sing songs and rhymes as part of a larger group
- Use primary and other coloured paint and a range of methods of application
- Use natural materials and loose parts to make 2-D and 3-D art.
- Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.
- Explore artwork by famous artists and talk about their likes and dislikes.
- Name and explore a range of everyday products and begin to talk about how they are used.

Topic: Gardens and Minibeasts.

Enquiry Question: What do we notice about living things?

Key Concepts: Habitats, lifecycles, environment, growth

Computing: Coding

- Follow simple instructions
- Explore what happens when buttons are pushed on an electric toy or device
- Input simple instructions to technological toys, including floor robots and onscreen sprite (Beebots, 2Simple 2go)
- Use iPad to record information and discoveries of the natural world.

Home Learning

Children Could

- Explore their garden/local park to see what plants/minibeasts they can find.
- Help to look after plants or a pet at home, e.g. with adult support, water the garden or a pot plant or give food to an animal
- Make a bug hotel from plant pots, small rocks, stones, bark and leaves and see if minibeasts visit.
- Research some fantastic facts about minibeasts from around the world and share them on Tapestry.

Learning Power Focus: Collaboration

Year 1

Inspire – Challenge - Succeed



Key Knowledge:

- We use the word weather to describe the conditions in a particular place at a particular time (e.g., how hot, cold, sunny, cloudy, wet, dry etc. it is outside). The weather in a place can change from day to day.
- We use the word climate to describe the usual weather conditions (weather patterns) in a particular place over a long period of time.
- The Earth travels around the Sun once every year. This journey makes the seasons. In the UK, there are four seasons: winter, spring, summer, and autumn.
- The Equator is an imaginary line (circle) around the earth. It is half-way between the North and South Poles.
- Countries that are closer to the Equator have the sun directly above them for most of the year, so they stay hot all year round. Countries that are further away have less direct sun, so they are cooler.
- Temperate areas are between these hot and cold climates. The UK has a temperate climate - it is mild and not very hot or very cold.

Overall Outcome:

Children will locate hot and cold areas of the world on a globe or map, explaining how location determines climate. They will describe some of the features of each climate zone. Children will identify the UK's climate as temperate and explain what this means in terms of the weather we can expect at different times of the year.

Topic: Hot and Cold Places

Enquiry Question: What's the weather like?

Key Concepts: place, space, scale, interdependence

Key Vocabulary (new in bold):

Place, map, world, pattern, hot, cold, compass

Weather, temperature, daily, climate, earth, atlas, globe, country/countries, Equator/equatorial, hemisphere, tropical, North Pole, South Pole, polar, temperate, extreme

Community and Local Links:

Engagement with parents/carers/family friends etc. to explore the climate in other parts of the world.

Coherence

Links to prior geography knowledge

- School and Local Area (Y1, C2)

Links to future geography topics

- Mapping the World; Comparison of Essex and Kenya (Y2)

Links to other subjects

- Settlement/Land Use (Y3)
- Science (Y1 Seasonal Changes)
- Mathematics (measurement)

Significant individuals and events:

- 5 June 2024: World Environment Day - **#GenerationResoration**
- June 2024: National Festival of Fieldwork - **Fieldwork for Everyone**

Learning Power Focus: Collaboration

Year 1

Inspire – Challenge - Succeed



Computing:

- Coding

PE:

- Dance, Gymnastics and Games

Art:

- Painting

Writing:

Narrative:

- Grandad's Island

Book Study:

- The lonely Giant – *Sophie Ambrose*
- I Wanna Iguana – *Karen Kaufman Orloff*

Reading:

- RWI Phonics

Topic: Hot and Cold Places

Enquiry Question: What's the weather like?

Key Concepts: place, space, scale, interdependence

RE:

- Believing: Who is a Muslim and what do they believe?

PSHE:

- Relationships
- Changing me

Maths:

- Unit 8: Numbers to 20
- Unit 9: Unitising and coin recognition (Number facts)
- Unit 10: Position and direction
- Unit 11: Time

Science:

Seasonal changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Music:

- Second Part: **Having Fun with Improvisation:** What songs can we sing to help us through the day?
- **Explore Sound and Create a Story:** How does music teach us about looking after our planet?

Learning Power Focus: Collaboration

Year 2

Inspire – Challenge - Succeed



Key Knowledge

- The United Kingdom (UK) is made up of four countries – England, Scotland, Wales, and Northern Ireland – which have been joined together for hundreds of years. Each country has its own flag, capital city, culture, and traditions.
- A capital city is home to the government of a country. The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. The capital city of Northern Ireland is Belfast.
- The UK is surrounded by four seas and oceans: the Atlantic Ocean, the English Channel, the Irish Sea, and the North Sea.
- A coast or coastline is where the land meets the sea or ocean.
- Because the UK is a group of islands, it has a long and varied coastline.
- Southend-on-Sea is a coastal city in south-eastern Essex.
- Human and physical features are things that we can see all around us. Human features have been built by people. Physical features are natural.
- Coastal places have human and physical features.
- Kenya is a country in eastern Africa with coastline on the Indian Ocean. Kenya's capital is Nairobi.
- Ukunda is a coastal town with a beach (Diani beach) that is very popular with tourists.

Overall Outcome:

Pupils will identify some similarities and differences between Southend-on-Sea and Ukunda before expressing a view as to which they would prefer to visit. They will explain their preference, with reference to specific features of one or both place(s), as identified from a range of sources, including fieldwork, maps, and photographs.

Significant individuals and events:

- 5 June 2024: World Environment Day - **#GenerationRestoration**
- June 2024: National Festival of Fieldwork – **Fieldwork for Everyone**

Topic: Coastal Comparison: Essex and Non – European Country (Kenya)

Enquiry Question: Southend-on-Sea or Ukunda: Which is best for a holiday?

Key Concepts: Place, space, scale, interdependence and connectedness, human and physical processes

Community and Local Links:

- Trip to Southend-on-Sea
- Interview parents/members of school community who are from/have visited Ukunda/Diani Beach
- Ask children to bring in photographs/souvenirs etc. from trips they have made to other seaside locations around the world

Key Vocabulary (New in bold):

Human, physical, natural, feature(s), facilities, coast, coastline, shore, mudflat, dune, rock stack, cliff, waves, tide, erosion, arch, stack, tourism/ tourist

Country/countries, island, ocean, sea, beach, sand, fire break, embers, architect

Coherence

Links to prior geography knowledge

- Weather – hot and cold places (Y1)
- Mapping the World (Y2, C2)

Links to feature geography topics

- Future comparison cycles, i.e., Settlement and Land Use (Y3) and European Region (Y4)
- Rivers and the Water Cycle (Y3)

Links to other subjects

- Science – especially living things and their habitats.
- PSHE – staying safe

Learning Power Focus: Collaboration

Year 2

Inspire – Challenge - Succeed



Writing:

Narrative:

Lighthouse Keeper's Lunch

Bug Collector

Chronological Report:

Recount of s school trip to Southend – on – Sea

Reading:

Read Write
RWI Comprehension

DT:

- Textiles

Computing:

- Online and Multimedia

PE:

- Games, Athletics, Gym, Dance

PE:

- Expressing: What makes some places sacred?

Topic: Coastal Comparison: Essex and Non – European Country (Kenya)

**Enquiry Question: Southend-on-Sea or Ukunda:
Which is best for a holiday?**

**Key Concepts: place, space, scale, interdependence and connectedness,
human and physical processes**

PSHE:

- Relationships
- Changing Me

Music:

- Second Part: **Music that makes you dance**
- **Exploring Improvisation:** How does music teach us about looking after our planet?

Maths:

- Unit 10: Fractions
- Unit 11: Time
- Unit 12: Position and Direction
- Unit 13: Multiplication and Division – doubling, halving, quotitive and partitive division
- Unit 14: Sense of measure – capacity, volume, mass

Science:

Plants

- Observe and describe how seeds grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Learning Power Focus: Collaboration

Year 3



Key Knowledge:

- A settlement is a place where people live permanently. Settlements can be rural or urban. Rural settlements are small in area and population. They include hamlets and villages. Urban settlements are larger than rural settlements. They include towns and cities. Settlements very often grow and change over time.
- The United Kingdom is divided into counties. Some are ancient counties. Some are smaller, administrative areas which have been created more recently as more people have come to live in towns and cities. Schools, policing, and many other important services are organised on a county basis.
- A region is an area or part of the world which has similar characteristics. To help understand life in the UK, it is often divided into twelve regions (nine in England plus Scotland, Wales, and Northern Ireland). Scotland can be divided into regions in different ways. The Southeast is a region of England, and the Highlands is a region of Scotland.
- The physical landscape of the UK varies as it changes in height. Upland areas are high above sea level. They are often, but not always, mountainous. Lowland areas are not very high above sea level. They are often flat. The shape of the landscape is largely determined by rivers and glaciation.
- The way people use land depends on many factors, including the climate of a region and its physical landscape. Examples of land use include housing, farming, and industry.
- On a map, a grid reference is a set of numbers that describes a position. Map symbols are pictures that represent physical and human features. Hills, slopes, and mountains are represented on a map using contour lines. By studying the contour lines on a map, you can work out the topography of an area.

Overall Outcome:

Pupils will be able to explain why the Southeast and the Scottish Highlands can be considered regions. They will describe, either orally, in writing and/or through artwork/pictures, some of the regions' similarities, differences and patterns. They will draw on a range of sources of information to support their ideas, including OS Maps.

Topic: Settlements and Land Use: South-east England and Scottish Highlands.

Enquiry Question: Is everywhere in the UK the same?

Key Concepts: space, place, scale, communities, connectedness, physical and human processes

Community and Local Links:

- Visit to local settlements of different sizes – a village, town and city
- Explorations of different types of land use, e.g., visit to a farm, housing/industrial estate etc.
- Exploring the regional identity of the local community/members of the school community/children's families.
- Investigating land use locally, as above

Key Vocabulary (New in bold):

Settlement, hierarchy, hamlet, government, statistics, rural, urban, county/counties, administrative area(s), service(s), landmark(s), population density, topography, Ordnance Survey, grid, coordinates, upland, lowland, landscape, glaciation, industry

Village, town, city, facilities, transport, symbol, key, farming, housing

Coherence

Links to prior geography knowledge

- Our School and Our Area (Y1)
- Coastal Comparison (Y2)
- Rivers and the Water Cycle (Y3)

Links to future geography topics

- European Region (Y4)
- Trade (Y5)

Links to other subjects

- Science – plants and animals including humans.
- History – Romans, Anglo-Saxons, and Vikings
- Mathematics – grids, coordinates

Significant individuals and events:

- 5 June 2024: World Environment Day - #GenerartionRestoration
- June 2024: National Festival of Fieldwork – **Fieldwork for Everyone**

Learning Power Focus: Collaboration

Year 3

Inspire – Challenge - Succeed



Writing:

Narrative:

The True Story of Three Little Pigs

The Last Bear

Star in the Jar

Reading:

- Plants
- Roald Dahl
- Children's Classics Vol 1

Music:

- Second Part: Bringing us together
- Reflect, rewind and replay

Art:

- Painting

Computing:

- Coding

PE:

- Athletics 1
- Dance

Topic: Settlements and Land Use: South-east England and Scottish Highlands.

Enquiry Question: Is everywhere in the UK the same?

Key Concepts: space, place, scale, communities, connectedness, physical and human processes

RE:

- Believing: What do different people believe about God today?

PSHE:

- Relationships
- Changing Me

Maths:

- Unit 8: Fractions (Fractions)
- Unit 9: Non-unit fractions (Fractions)
- Unit 10: Parallel and perpendicular sides in polygons (Geometry)
- Unit 11: Time

Science: Animals, including humans

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.
- Investigate the way which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Light

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the sizes of shadows change.

Learning Power Focus: Collaboration

Year 4



Key Knowledge:

- Key knowledge regarding the location of the region, e.g. The UK is located in the continent of Europe. Europe is one of the smallest continents Poland is another European country. The Tatra mountains are located along the border between Southern Poland and Slovakia.
- Key knowledge regarding the region's human geography and how this relates to the UK, e.g., Poland is similar in size and latitude to the UK.
- Poland is less densely populated and more rural than the UK. However, it also has globally significant reserves of coal. The Tatra mountains are remote and sparsely populated, like the Scottish Highlands. Tourism is an important source of income in the Tatra mountains, as it is in the Scottish Highlands.
- Key knowledge regarding the region's physical geography, e.g. The Tatra Mountain region is a glaciated landscape with steep, Rocky Mountains, deep valleys and attractive lakes that are protected as national parks (like the Scottish Highlands/ the Lake District/ Cairngorms National Park).
- The Alps, Carpathians and Scandinavia are the main mountain areas in Europe.
- The Tatra mountains are part of a long mountain range (the Carpathians) that snakes across central Europe from Poland to Romania.
- The Tatra range was formed when the European and African plates collided around 60 million years ago.
- The granite peaks of the Tatras are among the highest points and popular for skiing in winter and hiking in summer.
- Like many mountain areas they have unpredictable weather.

NB: region here should be interpreted as a small area of country – not a whole country, group of countries or even local administrative area (i.e., the equivalent of a county).

Overall Outcome:

Pupils will be able to locate the region studied on a large-scale map. They will compile a table/deliver a presentation/produce a piece of writing describing how the region studied differs from and is similar to the UK, drawing on knowledge of regions they have studied thus far, e.g., their local area, coastal Essex, the Lake district and/or Scotland. They will draw on a range of evidence to source and support their assertions, e.g., they may rely on a physical map to identify physical features of the region studied or a political map to identify the region's proximity to the national capital.

Topic: European region (comparison)

Enquiry Question: What is it like living in the Tatra mountains?

Key Concepts: Place, space, scale, communities, culture, connectedness, physical and human processes

Key Vocabulary (New in bold):

Landscape, mountain range, mountain chain, vegetation, economy, income, urban, rural, sea level, ethnicity

Europe/European, continent, country, region, population, tourism, mountain, valley, glacier, lake, wildlife, religion, atlas

Significant individuals and events:

- 5 June 2024: World Environment Day - **#GenerationRestoration**
- June 2024: National Festival of Fieldwork – **Fieldwork for Everyone**

Coherence:

Links to prior geography knowledge:

- Our School and Our Areas (Y1)
- Mapping the World (Y2)
- Coastal Comparison (Y2)
- Settlement and land use (Y3)

Links to future geography topics:

- Trade (suitability of particular areas for farming) and Latitude, longitude, hemisphere, and mapping: time and climate zones (Y5)
- Migration (Y6)

Community and Local Links:

- Invite local speakers from the region (and/or its country).
- Visit a local community centre or shop selling goods from the region and/or its country.

Learning Power Focus: Collaboration

Year 4



DT:

- Food: Healthy and varied diet

Computing:

- Online and Multimedia

Writing:

Book Study:

- The Many Worlds of Albie Bright – *Christopher Edge*

Reading:

- Notable People 2
- Rivers
- Sports People
- Habitats

Music:

- Second Part: Blackbird
- Reflect, Rewind, Replay

PE:

- Dance 2
- Athletics 1

Topic: Geography: European region (comparison)

Enquiry Question: What is it like living in the Tatra mountains?

Key Concepts: Place, space, scale, communities, culture, connectedness, physical and human processes

RE:

- Living: What can we learn about right and wrong?

PSHE:

- Relationships
- Changing Me

Maths:

- Unit 9: Fractions Greater Than 1 (Fractions)
- Unit 10: Symmetry in 2D Shapes (Geometry)
- Unit 11: Time
- Unit 12: Division with remainders (Number facts)

Science: Living things and their habitats

Sound:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sound get fainter as the distance from the sound source increases

Living Things and Their Habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

Learning Power Focus: Collaboration

Year 5

Inspire – Challenge - Succeed



Key Knowledge:

- Earth spins on its axis as it travels round the sun and journeys through space. It takes 24 hours for Earth to complete one rotation.
- Half of the world will be facing towards the sun at any one time, experiencing light and heat (day), and half of the world will be facing away from the sun, experiencing darkness (night). Because Earth spins to the east, places to the east will be experiencing a later part of the day than places to the west. This is why we need time zones.
- The world is split into 24 meridians, which are lines of longitude that run from the North Pole to the South Pole. Each meridian is 15° apart and is the centre of a time zone. There are 24 time zones because there are 24 hours in a day.
- The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into the eastern and western hemispheres. It is the starting point for all the other meridians. Its position is 0° and it runs through Greenwich, England.
- All times around the world are taken from the Prime Meridian. The time at the Greenwich Meridian is known as Greenwich Mean Time (GMT). The other time zones are labelled GMT + or GMT - to show how many hours they are ahead of, or behind, GMT.
- It takes Earth almost exactly a year to complete one full rotation (orbit) of the sun. As Earth orbits the sun, the tilt of Earth on its axis leans one half of Earth further towards, or further away from, the sun. The top half, above the Equator, is the Northern Hemisphere and the bottom half, below the Equator, is the Southern Hemisphere. The hemisphere tilted towards the sun receives greater warmth for longer periods for one day, and the hemisphere tilted away from the sun receives less warmth for shorter periods of time for one day.
- There is less obvious seasonal change around the Equator because the Equator is more consistently tilted towards the sun all year round. The boundaries of the equatorial area are marked by the Tropic of Cancer to the north and the Tropic of Capricorn to the south.
- The polar regions experience the most differences in daylight and warmth, as the effect of their tilt is much more pronounced.
- Climate is an average of weather conditions in a place over a 30-year period. Climate is affected by latitude, distance from the Equator, altitude, and terrain. Areas of the world with similar climates can be mapped as climate zones.
- The climate determines the vegetation of an area. Vegetation belts are areas where certain species of plant grow. Some animals eat plants, therefore the species of plants that grow in a vegetation belt determines what animals live there.
- Biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas.

Overall Outcome:

Through producing a digital booklet, pupils will locate the most significant lines on a large-scale map (i.e., the Equator, the Tropics of Cancer and Capricorn, the Prime Meridian etc.), as well as the hemispheres and time zones to which these lines give rise. They will explain why we need time zones and what causes seasonal change. They will name the five climate zones and compare them, drawing on their prior knowledge and new learning to give exemplary detail about specific countries. [Suggested task: Children to answer, either orally or in writing speculative questions such as: What would happen if we didn't have time zones? How would our lives be different if Earth's axis was vertical rather than tilted?]

Coherence

Links to prior geography knowledge:

- Weather/seasons and hot/cold places (Y1)
- Mapping the World (Y2)

Links to future geography topics:

- Biomes – Rainforests and Climate Change/Sustainability (Y6)

Links to other subjects:

- Science – Earth and Space objectives (Y5)
- Mathematics – time

Topic: Latitude, Longitude, Hemispheres and Mapping: Time and Climate Zones.

Enquiry Question: Why do we have lines on the world map?

Key Concepts: Place, space, scale, human and physical features and processes, connectedness/interdependence

Key Vocabulary (New in bold):

Axis, rotation, orbit, tilt, latitude, longitude, Tropic of Cancer, Tropic of Capricorn, Meridian, Prime/Greenwich Meridian, GMT/Greenwich Mean Time, biome, vegetation belt, tropical, aquatic

Spin, hour, day, night, clock, climate, time, hemisphere, zone, North Pole, South Pole, Equator, weather, rainfall, temperature, season(s), vegetation, desert, temperate, Mediterranean, degrees

Significant individuals and events:

- 5 June 2024: World Environment Day - **#GenerationRestoration**
- June 2024: National Festival of Fieldwork Fortnight –**Fieldwork for Everyone**

Community and Local Links:

- Video call with relatives/friends in other time and climate zones
- Royal Observatory London, Greenwich
- Fieldwork in school grounds, e.g., creating sundials or using an inflatable globe to see the way the sun moves across Earth

Learning Power Focus: Collaboration

Year 5

Inspire – Challenge - Succeed



Writing:

Non-fiction

Mars Transmission

Book Study

The Wind in the Wall – *Sally Gardner*

Reading:

- Peter Pan
- The Wind in the Wall
- Various reading texts

Maths:

- Unit 8: Fractions (Fractions)
- Unit 9: Converting units (Number and place value)
- Unit 10: Angles (Geometry)

DT:

- Mechanical Systems: Cams

PE:

- Athletics 1
- Games 4

Computing:

- Coding

Topic: Latitude, Longitude, Hemispheres and Mapping: Time and Climate Zones.

Enquiry Question: Why do we have lines on the world map?

Key Concepts: Place, space, scale, human and physical features and processes, connectedness/interdependence

RE:

- Living: What difference does it make to believe in Ahimsa, Grace and Ummah? (cont)
- Expressing: If God is everywhere, why go to a place of worship?

PSHE:

- Relationships
- Changing Me

Music:

- Second Part: Dancing in the Street
- Reflect, Rewind and Replay

Science: Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Science: Earth and Space

- Describe the movement of the Earth and other planets relative to the sun in the solar system
- Describe the movement of the moon relative to the Earth
- Describe the Sun, Earth and moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Learning Power Focus: Collaboration

Year 6

Inspire – Challenge - Succeed



Key Knowledge:

- There is consistent and overwhelming evidence that Earth is under increasing ecological and environmental stress. This poses a threat to human and natural systems. Finding ways of living within planetary limits (sometimes referred to as “living sustainably”) is an increasingly urgent concern.
- Changes in Earth’s climate are not new; over the past 800, 000 years, Earth’s climate has varied, with periods of warmer temperatures and periods of colder temperatures. These fluctuations had natural causes: changes to solar output, volcanic activity, and orbital changes.
- More recently, however, Earth’s climate has been rapidly warming (a process called “global warming”). Evidence for global warming includes thermometer records (the 20 warmest years on record have all come since 1995), satellite images (Arctic ice cover has decreased by 4 % since the 1970s) and rises in sea levels (caused by melting ice sheets).
- Global warming has been caused by human activities, such as burning fossil fuels, deforestation, habitat destruction, overpopulation, and rearing livestock. These activities result in the release of high levels of “greenhouse gases” into Earth’s atmosphere. Gases such as carbon dioxide and methane are called “greenhouse gases” because they prevent heat from bouncing back into space from the Earth’s surface.
- Because fossil fuels like petroleum (oil), gas and coal are made of the remains of plants and animals that lived millions of years ago, they contain a lot of carbon dioxide, which is released into the atmosphere when they are burnt. 85 % of all the energy consumed worldwide comes from burning fossil fuels.
- Climate change is having many negative consequences in the UK and around the world, including more frequent extreme weather events (such as heatwaves, droughts, and storms) and increased flooding due to rising sea levels.
- Lots is being done at local, national, and international levels to try to slow down climate change and respond to its effects, but many people believe we need to do more at a faster pace.

Overall Outcome:

Pupils will choose an appropriate way of communicating their learning from this cycle. This might result in a piece of work focused on a particular issue (e.g., an assembly for Y4 and 5 pupils on climate change) or something which arises from fieldwork/an investigation they have carried out (e.g., an exhibition for the local community on public transport/local traffic levels). Pupils will begin to show an understanding of how the decisions of individuals and groups of individuals can ultimately have an impact at a wider, e.g., national, and even global, level. As part of their final piece of work, pupils will: define and explain the environmental and ecological challenges faced by humanity, citing evidence, and outlining key natural and human causes; draw on a range of sources of information they have deemed to be reliable; develop their own and critically evaluate others’ responses to environmental challenges.

Topic: Changes to Our World (Climate Change and Sustainability)

Enquiry Question: How do the choices we make at a local level affect our world?

Key Concepts: Place, space, scale, physical features and processes, human processes, interdependence, social justice, values and perceptions

Community and Local Links:

- Fieldwork/investigation, e.g., traffic/public transport, new housing (land use, insulation, energy sources), water use, green spaces etc.
- Investigating what is being done at a local level to encourage sustainable living, e.g., within school, at home, by the local council, how the local MP is voting etc.

Key Vocabulary (New in bold):

Global warming, greenhouse gas, fossil fuel, carbon dioxide, methane, sea level, heatwave, drought, renewable/non-renewable, carbon footprint, sustainable/sustainability, emissions, insulation, solar

Climate, atmosphere, biome, habitat, environment, energy, resource.

Coherence

Links to prior geography knowledge:

- Weather/seasons and hot/cold places (Y1)
- Water Cycle and Settlement and land use (Y3)
- Trade and Latitude, longitude, hemisphere, and mapping: time and climate zones (Y5)
- Biomes/rainforests (Y6)

Links to future geography topics:

Understanding how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems (KS3)

Links to other subjects:

- Science – habitats and adaptation
- History - migration

Significant individuals and events:

- 5 June 2024: World Environment Day - **#GenerationRestoration**
- June 2024: National Festival of Fieldwork – **Fieldwork for Everyone**

Learning Power Focus: Collaboration

Year 6



Writing:

Book Study:

- Holes – Louise Sachar

Non – Fiction

- Newspaper Reports

Narrative:

- The Lion King

Reading:

- How can you save the planet?
- Climate Rebels
- Red Blood Cells
- Louis Braille
- Climate Action

Art:

Art Project – Painting / Making / Printing:
Save Our Planet

PE:

- Athletics
- Games

Computing:

- Online and Multimedia

Music:

- Second Part: Dancing in the Street
- Reflect, Rewind and Replay

Topic: Changes to Our World (Climate Change and Sustainability)

Enquiry Question: How do the choices we make at a local level affect our world?

Key Concepts: Place, space, scale, physical features and processes, human processes, interdependence, social justice, values and perceptions

RE:

- Believing: What would Jesus do? Can people live by the values of Jesus in the twenty-first century?

PSHE:

- Changing me
- Relationships

Science:

Animals including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Maths:

- Unit 10: Calculating using knowledge of structures (2)
- Unit 11: Solving problems with two unknowns
- Unit 12: Order of operations
- Unit 13: Mean average