

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>What is it like at Kingsclere Primary School?</p> <p>Enquiry skill: to notice Milestone 1 LINK: Children learn that we have a link school in Uganda.</p>	<p>Where shall we go for a walk?</p> <p>Enquiry skill: to observe and discuss Milestone 2 LINK: As part of a village walk, include a walk to the river/stream that runs through Kingsclere to play pooh sticks. Journey sticks as an early link to maps.</p>	<p>What's beyond My Window?</p> <p>Enquiry skill: to expand what I know Milestone 3 LINK: Link back/forward to hot and cold places in Spring 2 Cycle B Remind them about when Dodi came in. Invite Dodi back in for the children to look and photographs from a geography view point and explore artefacts.</p>	<p>What is it like to work together?</p> <p>Enquiry skill: to work as a team Milestone 3 LINK: Invite a nurse into school to talk to the children – future link to work on Florence Nightingale</p> <p>Garden Centre or planting project - to link to future science.</p>	<p>What's the same and what's different?</p> <p>Enquiry skill: to compare Milestone 4 LINK: Children have a talk and slide show from Dodi about things that are the same and different in our link school in Uganda. This prepares them for Cycle A Spring 1.</p>	<p>How do we know it is Summer?</p> <p>Enquiry skill: to notice patterns Milestone 4 LINK: Develop an understanding of hot and cold places as a prior link to this enquiry in KS1. Children to look at the weather in the Summer as part of prior learning.</p>
1/ 2	<p>What makes us a United Kingdom? (include weather)</p> <p>Geography (filming weather reports, use a green screen) PSHE/</p>	<p>What was it like when Grandma and Grandad were children?</p> <p>History (Invite grandparents in to talk to children) Art</p>	<p>What is life like for our friends in Mityana compared to here in Kingsclere? (include weather)</p> <p>Geography (Dodi in to visit) Art</p>	<p>What was the significance of Florence Nightingale's journey?</p> <p>History (Borrow artefact box) DT</p>	<p>What is the difference between the sea and the ocean?</p> <p>Geography (visit to sea life centre in Portsmouth) Art</p>	<p>How did Jack Grow such a strong beanstalk?</p> <p>Science (Visit to farm or from farmer or garden centre) DT</p>



	<p>DT</p> <p>Enquiry skill: to explore different sources</p> <p>LINK: Create a future link to the Year 3/4 enquiry about the Lake District and the 5/6 enquiry about Winchester using Binky Bear. Explore if it is possible for an author visit.</p> <p>https://binkybear.co.uk/</p>	<p>Enquiry skill: to ask questions and respond to answers</p> <p>LINK: Include links to toy trains and railway experiences e.g. holidays to support future learning about the history of railways.</p>	<p>Enquiry skill: to connect beyond our immediate world</p> <p>LINK: Link back/forward to hot and cold places in Spring 2 Cycle B</p> <p>Remind them about when Dodi came in. Invite Dodi back in for the children to look and photographs from a geography view point and explore artefacts.</p> <p>To prepare for KS2 learning about natural resources, make reference to bananas, coffee, cotton and tea exported from Uganda as a natural resource that can be sold to make money.</p>	<p>Enquiry skill: to evaluate a person's legacy and importance</p> <p>LINK: Remind children about the visit from the nurse in reception.</p>	<p>Enquiry skill: to use maps</p> <p>LINK: Reception</p> <p>Enquiry based on things that are the same and different.</p> <p>Future link to rivers – children to learn through this unit that rivers feed into our seas and oceans.</p>	<p>Enquiry skill: to observe and investigate</p> <p>LINK: Growing things from seed in reception</p> <p>Future link to KS2 Science, growing things</p>
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<p>3/ 4</p>	<p>What was the impact of railways in the 19th century?</p> <p>History Art Geography</p> <p>Enquiry skill: to evaluate LINK: Link to future learning in Year 5/6 Cycle B – Greatest inventions. Link back to KS1 and model railways as toys played with in the past (and possibly currently)</p>	<p>Why are we twinned with Cormicy – what are the similarities and differences between us?</p> <p>Geography DT French</p> <p>Enquiry skill: to compare LINK: Refer back to KS1 study of Kingsclere. Make a link to MFL and what life is like in France. Make links to Mityna being a school link and the purpose of twinning.</p>	<p>What made the Roman empire so powerful?</p> <p>History – visit historical site Geography DT</p> <p>Mini Enquiry: Geography in the news Enquiry skill: to investigate and reach a conclusion LINK: For Year 3 this is the first time some children will have learnt about an ancient civilisation, Year 4 children can make links and comparisons to the Ancient Greeks. For Year 3 link back to historical sources they will have looked at when learning about the past. Make a link to how historical sources about the Romans will be different (not within living memory).</p>	<p>Why do people come to the Lake District?</p> <p>Geography – online zoom with the national park authority Art Science</p> <p>Mini Enquiry: local historical site Enquiry skill: to explore view points LINK: Future link to the Year 5 and C Enquiry in Cycle A Autumn 1 about Staycations in the UK. Link back/ forward to rivers (Cycle B Autumn 1). Link back to KS1, what makes us a United Kingdom Cycle A Autumn 1.</p>	
<p>5/ 6</p>	<p>Where is the best place to take a staycation in the UK? (Include coasts)</p> <p>Geography (UK) DT</p> <p>Enquiry skill: to evaluate LINK: Link back to Rivers – Cycle B, Autumn 1 when</p>	<p>How did the Mayan’s not only survive but thrive?</p> <p>History Art</p> <p>Enquiry skill: to investigate and interrogate different sources LINK: Refer back to the study about</p>	<p>How does Winchester’s legacy of royalty, rights and revolt influence the place we see today? (includes a study of King Alfred - King of the Saxons)</p> <p>History DT</p> <p>Enquiry skill: to ask questions and examine sources LINK: Refer back to KS1 and Binky Bear in Winchester. Link to earlier learning from this cycle and places that attract tourists</p>	<p>How have the world’s mountains shaped the physical landscape?</p> <p>Geography (UK) Art Science</p> <p>Enquiry skill: to read and interpret maps LINK: Cycle B, Autumn 2 natural</p>	<p>Mini project of 3 weeks: Galapagos - How have some species survived for millions of years whilst others die out?</p> <p>Science Geography DT</p> <p>Enquiry skill: to question and look at facts</p>



	learning about coasts. Link back to knowledge of seas and oceans from KS1	Egyptians – identify similarities and difference between other ancient civilisations studied including Romans and Greeks . Link to Jaguar Trials and learning about the Amazon in 5/ 6 Cycle B, Spring 1.	Link back to early settlers from Cycle B and the Romans in Cycle A in Year 3 and 4 to introduce the reasons Winchester became an important location in the UK and went on to become England’s first capital city.	disasters and how many mountains are formed by volcanoes.	LINK: Cycle B, Spring 1, Year 5 and 6 and the focus on South America. Build on knowledge of how islands are formed by volcanoes and then evolve to have life – Cycle B, Autumn 2 Year 5 and 6.
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CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<p>What is it like at Kingsclere Primary School?</p> <p>Enquiry skill: to notice Milestone 1</p>	<p>Where shall we go for a walk?</p> <p>Enquiry skill: to observe and discuss Milestone 2 LINK: As part of a village walk, include a walk to the river/ stream that runs through Kingsclere to play pooh sticks. Journey sticks as an early link to maps.</p>	<p>What’s beyond My Window?</p> <p>Enquiry skill: to expand what I know Milestone 3 LINK: Road mats and b-bot as an early link to maps</p>	<p>What is it like to work together?</p> <p>Enquiry skill: to work as a team Milestone 3 LINK: Invite a nurse into school to talk to the children – future link to work on Florence Nightingale</p>	<p>What’s the same and what’s different?</p> <p>Enquiry skill: to compare Milestone 4 LINK: Develop an early link with things that are the same and different with the past. Use the repair shop books and artefacts to look at this.</p>	<p>How do we know it is Summer?</p> <p>Enquiry skill: to notice patterns Milestone 4 LINK: Develop an understanding of hot and cold places as a prior link to this enquiry in KS1. Children to look at the weather in the Summer as part of prior learning.</p>



<p>Year 1/2</p>	<p>What would it have been like to come to Kingsclere CE Primary School in the past?</p> <p>History Art Science</p> <p>Enquiry skill: to wonder and question</p> <p>Link: Reception Autumn 1 learning about our school</p>	<p>How long would it take to fly around the world on a magic carpet? (global geography)</p> <p>Geography DT Science</p> <p>Enquiry skill: to look at maps and photographs</p> <p>Link: Future learning about world locations</p>	<p>Why was the Great Fire of London so catastrophic?</p> <p>History Art Science</p> <p>Enquiry skill: to evaluate</p> <p>Link: Future learning linked to examining historical sources. Year 6 text with the theme of the plague</p>	<p>Is it always hot in the desert and cold in winter? (includes weather)</p> <p>Geography DT Science</p> <p>Enquiry skill: to gather evidence</p> <p>Link: Reception Summer 1 linking to what's the same and what's different</p>	<p>What happened to Rosa when she refused to give up her seat on the bus?</p> <p>History Art</p> <p>Enquiry skill: to establish view point</p> <p>Link: PSHE, understanding fairness and rules. Link to school values of love, courage and respect.</p>	<p>What should I include on my map?</p> <p>Geography DT</p> <p>Enquiry skill: to look at models to inform thinking</p> <p>Link: Reception Autumn 2 – where shall we go for a walk (local area). Building skills for future geography learning linked to maps. Relate back to playing with road mats in reception.</p>
<p>3/ 4</p>	<p>Where do rivers start and where do rivers end? Include a comparison to a river in a European country. Include the water cycle, include a link to floods.</p> <p>Geography Art and DT</p> <p>Enquiry skill: to investigate, observe and collect data</p> <p>Link: Future link to learning about the Amazon in 5/6.</p>	<p>Would you prefer to live in the Stone Age or the Iron Age?</p> <p>History ART</p> <p>Enquiry skill: to consider sources and draw a conclusion</p>	<p>North Wessex Downs: What makes this an area of outstanding natural beauty?</p> <p>Geography – locational study DT</p> <p>Enquiry skill: to formulate an</p>	<p>What mattered to the Ancient Greeks?</p> <p>History DT and Art</p> <p>Enquiry skill: to evaluate historical sources</p> <p>Link: Children can or will be able to link this to Cycle A and their study of the Romans.</p>		



	Link back to local studies in KS1. Children will have walked as far as the river in reception Autumn 2.		Link: Future link to North Wessex downs as settlements and how the landscape influenced this.	opinion based on evidence Link: Link back to Stone Age and Iron Age – there is evidence of this type of settlement in the North Wessex Downs	
5/ 6	<p>Is there enough in our world for everyone – where do our resources come from and how does this impact others?</p> <p>Geography Art Science Enquiry skill: to consider and debate Link: Children learnt about the concept of ‘natural resources’ through the enquiry about the North Wessex Downs. They will have learnt about chalk being a natural resource. Link to Neolithic</p>	<p>What did the Egyptians value in life and death?</p> <p>History DT Enquiry skill: to draw conclusions from different sources Link: back to and make comparisons to other Ancient Civilisations</p>	<p>Natural Disaster: What makes it a disaster?</p> <p>Geography Art Enquiry skill: to evaluate, listen and respond to facts and opinions Link: Make links to mountains (Cycle A, Summer 1). Mountains created by volcanoes. Link back to KS1 knowledge of continents and oceans to identify where the location of volcanoes are and the ring of fire.</p>	<p>Why do we need to protect the world’s rainforests (a particular focus on South America)</p> <p>Geography DT PSHE English Enquiry skill: to wonder, question and draw a conclusion Link: Make links back to work on Pandora in Spring 1 this year, natural resources in Autumn 1 this year (accounting for deforestation). Link to the study of the Ancient Mayans in Cycle A, Summer 1.</p>	<p>What are the greatest inventions that have influenced life in Britain?</p> <p>History DT and Art Science Enquiry skill: to assimilate and compare knowledge and then debate Link: DT and Science. Link to Science and the study of materials in Cycle A. Link back to the study of railways in Year 3/4 Cycle A, Autumn 1. Use all prior history knowledge to look at the timeline for particular discoveries and inventions and what was happening in the world/ Britain at this time e.g. tanks first used in 1915</p>



	periods that depended upon natural resources for Survival.			Some link back to evolution in Cycle A Summer where reference is made to adaptations to particular biomes.	
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