

Class 3

Year A

Autumn Term	Spring Term	Summer term
<p align="center"><b>Invaders and Settlers (Saxons, Vikings and Romans)</b></p>	<p align="center"><b>Tomb Raiders (Egyptians)</b></p>	<p align="center"><b>Fantastic Fenland</b></p>
<p><b>History: Romans</b>            □ the Roman Empire and its impact on Britain  <b>Examples (non-statutory)</b>            This could include:</p> <ul style="list-style-type: none"> <li>□ Julius Caesar's attempted invasion in 55-54 BC</li> <li>□ the Roman Empire by AD 42 and the power of its army</li> <li>□ successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>□ British resistance, for example, Boudica</li> <li>□ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>History: Anglo Saxons and Scots</b>            □ Britain's settlement by Anglo-Saxons and Scots  <b>Examples (non-statutory)</b>            This could include:</p> <ul style="list-style-type: none"> <li>□ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>□ Scots invasions from Ireland to north Britain (now Scotland)</li> <li>□ Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>□ Anglo-Saxon art and culture</li> <li>□ Christian conversion - Canterbury, Iona and Lindisfarne</li> </ul>	<p><b>History: Ancient Egyptians</b>            Pupils should be taught about:            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> <p><b>Geography: Contrasting locality - Egypt/UK, Weather</b>  <b>Geographical skills and fieldwork</b>            □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Art and Design</b>            □ about great artists, architects and designers in history.</p>	<p><b>Geography</b>  <b>Locational Knowledge</b>            name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Place knowledge</b>            □ 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> <p><b>Human and physical geography</b>            □ describe and understand key aspects of:            □ 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</p>

<p>□ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>Examples (non-statutory)</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>□ Viking raids and invasion</li> <li>□ resistance by Alfred the Great and Athelstan, first king of England</li> <li>□ further Viking invasions and Danegeld</li> <li>□ Anglo-Saxon laws and justice</li> <li>□ Edward the Confessor and his death in 1066</li> </ul> <p><b>DT-</b> see objectives (design and make a building/ structure)</p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p>natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>□ 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</li> <li>□ 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.</li> </ul> <p><b>Art and Design</b> (Local art and environmental art)</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>□ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>□ 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]</li> <li>□ about great artists, architects and designers in history.</li> </ul>
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Class 3

Year B

Autumn Term	Spring Term	Summer term
Keen to be Green	Stone Age to Iron Age	A Passage to India
<p><b>Geography:</b> Environmental Issue - Human &amp; Physical Geography</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>□ 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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ describe and understand key aspects of:</li> <li>□ 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</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>□ changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b>Examples (non-statutory)</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>□ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>□ Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>□ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p><b>Art and Design (Cave Painting)</b></p> <ul style="list-style-type: none"> <li>□ 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]</li> </ul>	<p><b>Geography</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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)</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ describe and understand key aspects of:</li> <li>□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>□ 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</li> </ul>

**Art and Design (Environmental drawings)**

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Art and Design (Indian Art)**

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas

- 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]

**DT-** see KS2 objectives (Cooking)

Class 4

Year A

Autumn Term	Spring Term	Summer term
Goodnight Mr Tom	Treasure Island	We are not amused
<p><b>History:</b> World War 2</p> <p>□ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Geography:</b></p> <p>□ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><b>Geography:</b> Map skills Locational Knowledge compare UK to Caribbean</p> <p><b>Locational knowledge</b></p> <p>□ 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</p> <p>□ 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)</p> <p><b>Place knowledge</b></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> <p><b>Human and physical geography</b></p> <p>□ describe and understand key aspects of:</p>	<p><b>History</b> - Victorians and local History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Art and Design:</b></p> <p>Pupils should be taught:</p> <p>□ 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]</p> <p>□ about great artists, architects and designers in history.</p> <p>DT- see curriculum objectives and link to great exhibition</p>

<p>□ 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</p> <p>DT- see curriculum objectives (Make do and mend theme and rationing recipes- Textiles and Cooking)</p>	<p>□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Art and Design:</b> Pupils should be taught: □ 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]</p>	
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Class 4

Year B

Autumn Term	Spring Term	Summer term
Mysterious Mayans	Out of this World	Ancient Greeks
<p><b>History:</b>            □ a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><b>Geography:</b> Climate Human &amp; Physical  <b>Locational knowledge</b>            □ 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</p> <p><b>Place knowledge</b>            □ 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>	<p><b>Geography</b>  <b>Geographical skills and fieldwork</b>            □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Locational knowledge</b>            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)</p> <p><b>Art and Design</b> (Peter Thorpe)            □ 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]</p> <p>□ about great artists, architects and designers in history.</p>	<p><b>History:</b> Ancient Greece (influences of Greek culture)            Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p><b>Art and Design</b> (Greek Sculptures)            □ 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]</p>

**Human and physical geography**

□ 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

**Art and Design (Printing):**

□ 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]

**DT-** see curriculum objectives for cooking (Chocolate)