

Chirbury CoE VC Primary School KS2 Topic Plan

	Autumn Term	Spring Term	Summer Term
2017-2018	<p style="text-align: center;"><b>Vikings</b></p> <p><b>History</b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: * Viking raids and invasion * resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld * Anglo-Saxon laws and justice * Edward the Confessor and his death in 1066 <b>RE - RQ 14 - Why do people's belief and practice differ?</b> KS2 - Why do ... celebrate ...? <b>Christmas</b> - Christmas around the world</p>	<p style="text-align: center;"><b>Mayans</b></p> <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. <b>RE - RQ4 - How should I lead my life?</b> KS2 - What do religious traditions say about how we should treat one another? <b>Easter</b> – Celebrating</p>	<p style="text-align: center;"><b>Ancient Greece</b></p> <p><b>History</b> * Ancient Greece – a study of Greek life and achievements and their influence on the western world Art – Greek statue DT – healthy and varied diet – Greek banquet <b>Art</b> – Greek statues * 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] <b>DT</b> – Greek banquet * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques <b>RE - RQ 13 - Where do people's beliefs come from?</b> KS2 - In what ways does a religious belief influence how someone lives their life? <b>RQ 11 - How do people express their beliefs about truth?</b> KS2 - What sort of book is the Bible? <b>New Testament</b> – Miracles</p>
2018-2019	<p style="text-align: center;"><b>Egyptians</b></p> <p><b>History</b> 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 <b>Art</b> – sarcophagus/hieroglyphics</p>	<p style="text-align: center;"><b>Anglo-Saxons and Scots</b></p> <p><b>History</b> * Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p>	<p style="text-align: center;"><b>Contrasting Countries</b></p> <p><b>Geography</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 * understand geographical similarities and</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]  <b>DT</b> – sarcophagus/pyramid  * apply their understanding of how to strengthen, stiffen and reinforce more complex structures  <b>RE - RQ7 – How do people make sense of suffering and hardship?</b>  KS2 - How do religions attempt to help people who suffer?  <b>Christmas</b> – Advent</p>	<p>* Scots invasions from Ireland to north Britain (now Scotland)  * Anglo-Saxon invasions, settlements and kingdoms: place names and village life  * Anglo-Saxon art and culture  * Christian conversion – Canterbury, Iona and Lindisfarne  <b>RE - RQ 12 - How do people make sense of life and death?</b>  KS2 - What do people do when someone dies and why do they do this?  Easter - Lent</p>	<p>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  <b>Art</b> – Monet  * 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]  * about great artists, architects and designers in history.  <b>DT</b> – cook dishes from each country  * understand and apply the principles of a healthy and varied diet  * prepare and cook a variety of predominantly savoury dishes using a range of cooking Techniques  <b>RE - RQ 2 - How do people express their beliefs through worship and celebration?</b>  KS2 - How do (religious communities) mark special times in life?  <b>New Testament</b> - Parables</p>
2019-2020	<p style="text-align: center;"><b>Local History</b></p> <p><b>History</b>  a local history study  Examples (non-statutory)  * a depth study linked to one of the British areas of study listed above  * a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)  * a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.  <b>Art</b> – Local artist  * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for</p>	<p style="text-align: center;"><b>Extreme Earth</b></p> <p><b>Geography</b> – volcanoes/rivers/rainforests  * describe and understand key aspects of:  * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  * 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  * identify the position and significance of</p>	<p style="text-align: center;"><b>World Wars</b></p> <p><b>History</b>  * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Examples (non-statutory)  * the changing power of monarchs using case studies such as John, Anne and Victoria  * changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century  * the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present</p>

	<p>example, pencil, charcoal, paint, clay]  * about great artists, architects and designers in history.  <b>DT</b> – Locally produced food/make a house with working lights  * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  <b>RE - RQ 1 – Who am I?</b>  KS2 - How do religions value the uniqueness of the individual?  <b>Christmas</b> - Birth of Jesus</p>	<p>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)  <b>Art</b> – Jackson Pollock – splatter  * 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]  * about great artists, architects and designers in history.  <b>DT</b> – volcanoes/ understanding seasonality of food  * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  <b>RE - RQ 6 - How should we relate to others and to the natural world?</b>  KS2 - Why should we look after the world?  <b>Easter</b> - Holy Week</p>	<p>day  * a significant turning point in British history, for example, the first railways or the Battle of Britain  <b>Art</b> – propaganda posters/David Hockney/Andy Warhol  * 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]  * about great artists, architects and designers in history.  <b>DT</b> – Trench/air raid shelters  * apply their understanding of how to strengthen, stiffen and reinforce more complex structures  <b>RE - RQ 8 - Has science got all the answers?</b>  KS2 - What different views describe or explain how the world began?  <b>Old Testament</b> - Creation Story Noah and the Flood</p>
<p>2020-2021</p>	<p style="text-align: center;"><b>Transport</b></p> <p><b>History</b>  * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Examples (non-statutory)  * the changing power of monarchs using case studies such as John, Anne and Victoria  * changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century  * the legacy of Greek or Roman culture (art, architecture or literature) on later</p>	<p style="text-align: center;"><b>Romans</b></p> <p><b>History</b>  * the Roman Empire and its impact on Britain  Examples (non-statutory)  This could include:  * Julius Caesar’s attempted invasion in 55-54 BC  * the Roman Empire by AD 42 and the power of its army  * successful invasion by Claudius and conquest, including Hadrian’s Wall  * British resistance, for example, Boudica  * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p style="text-align: center;"><b>Stone Age</b></p> <p><b>History</b>  * changes in Britain from the Stone Age to the Iron Age  Examples (non-statutory)  This could include:  * late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  * Bronze Age religion, technology and travel, for example, Stonehenge  * Iron Age hill forts: tribal kingdoms, farming, art and culture  <b>DT</b> – make a cart/levers  * understand and use mechanical systems in their products [for example, gears, pulleys,</p>

<p>periods in British history, including the present day</p> <p>* a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p><b>Art</b> – Van Gogh – Railway carriage</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><b>DT</b> – electric traffic lights</p> <p>* understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>* understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>* understand how key events and individuals in design and technology have helped shape the world</p> <p><b>RE</b></p> <p><b>RQ 3 - Who is my neighbour?</b></p> <p>KS2 - What does a Christian mean by 'loving your neighbour'?</p> <p><b>RQ 5 - Where do I belong?</b></p> <p>KS2 - What do religious communities do to show members they belong?</p> <p><b>Christmas</b> - Light of the world</p>	<p><b>Art</b> – Roman pot/Mosaics</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><b>DT</b> – Model of a town/villa</p> <p>* apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>* understand how key events and individuals in design and technology have helped shape the world</p> <p><b>RE - RQ 9 - What do people believe about God?</b></p> <p>KS1 - Why do you think God is important to some people?</p> <p>KS2 - How do believers think of God?</p> <p><b>Easter</b> -Suffering</p>	<p>cams, levers and linkages]</p> <p><b>RE - RQ 10 - How is belief expressed through symbols and action?</b></p> <p>KS2 - How and when are symbols used in Christianity and another religion? What do they mean?</p> <p><b>Old Testament</b> - Moses</p>
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### Ongoing Curriculum

The following areas are covered throughout all the years. We also do regular things like cooking and holding cafes for the local area, Year 6 children read to the children in the local nursery, MacMillan coffee morning and selling poppies. There are also annual residential trips for children in Year 2 to Year 6.

### Geography

#### Geographical skills and fieldwork

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.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Design and Technology

### Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

### Make

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

### Evaluate

Investigate and analyse a range of existing products.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

## Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

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.

Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## Art

Pupils should be taught to 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.

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 (e.g. pencil, charcoal, paint, clay).

About great artists, architects and designers in history.

## Music

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

## Modern Foreign Languages

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* .

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*.

Present ideas and information orally to a range of audiences\*.

Read carefully and show understanding of words, phrases and simple writing.

Appreciate stories, songs, poems and rhymes in the language.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Describe people, places, things and actions orally\* and in writing.

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## PE

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics.

Perform dances using a range of movement patterns.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Compare their performances ones and with previous demonstrate improvement to achieve their personal best.

### **Swimming and water safety**

Swim competently, confidently and proficiently over a distance of at least 25 metres.

Use a range of strokes effectively such as front crawl, backstroke and breaststroke.

Perform safe self-rescue in different water-based situations.