

Long Term Plan – Thematic Curriculum

Golden threads: people and places, culture and communities, understanding the world, being imaginative and exploring and health and wellbeing

KS1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>My home my town</p> <p>Culture and Communities</p> <p>Is Ramsgate the best town to live in?</p> <p>History:</p> <ul style="list-style-type: none"> To know that within living memory means during their grandparents' lifetime. To know why some people from the past should be remembered. To know how they have changed since being a baby. To know their own life-story and family's history. Know the name of a famous person, or a famous place, close to where they live <p>To know that there are differences between the past and present in their own and other people's lives.</p> <ul style="list-style-type: none"> To know how to identify differences between themselves and others. To know how they have changed since being a baby. To know that people have similar experiences, but these change with time. To know how to identify and recount some details from the past from sources e.g. pictures, stories, objects. <p>People and places</p> <p>Geography</p> <p>-Know how to identify the main differences between a city, town and village</p> <p>-To know how to recognise familiar landmarks from aerial photographs</p> <p>-To know places and locations look different when viewed from above</p> <p>-To know how to identify key human features in the locality e.g. shop, house, farm</p> <p>-Know how to say their address, including postcode</p> <p><i>-To know that places can be shown on a map and maps can be used by others to find out about a location</i></p> <p>- To know to make a simple map of the environment</p>	<p>Thunderbolts and lightning</p> <p>Being imaginative and exploring</p> <p>Which is the best weather type and why?</p> <p>Science</p> <p>Meteorology</p> <ul style="list-style-type: none"> To know how to observe changes in weather across the four seasons. To know how to observe and describe the weather associated with each season. To know that the length of day changes throughout the year. To know that other places around the world that have the same weather as the UK. To know that it is important that we never look directly at the sun. <p>Botany</p> <ul style="list-style-type: none"> To know how plants and trees change over time – leaves falling, blossom and flowers dying/changing colour. To know a range of deciduous and evergreen trees <p>-to know about the work of past and present scientists: Past -Anders Celsius/Daniel Fahrenheit Present - Laura Tobin</p> <p>People and places</p> <p>Geography</p> <p>-Know how to name the four countries that make up the UK</p> <p>-Know that each country in the UK has a capital city</p> <p>-Know how to identify hot and cold places in the world</p> <p>-Know how to say which is the hottest and which is the coldest season in the UK</p> <p>-To know how to begin to explain why they would wear different clothes at different times of the year and for different weather</p> <p>-To know how daily weather patterns, affect our lives in the UK</p> <p>-Know how to recognise main weather symbols</p>	<p>I care about me</p> <p>Health and wellbeing</p> <p>How can I keep my body healthy?</p> <p>Science</p> <p>Nutrition</p> <p>To know the importance of eating the right amounts and types of food and to know the importance of exercise for humans.</p> <ul style="list-style-type: none"> To know about the importance of being hygienic around food and cooking methods. <p>Anatomy</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and identify parts used for senses. To know the names of the main body parts (head, neck, arms, elbows, legs, knees, face, hair, teeth) <p>-to know about the work of past and present scientists: Past -Edward Jenner Present -Tom Howard or Prof Chris Whitty</p> <p>D&T</p> <p>Food Technology</p> <p>To know how to:</p> <ul style="list-style-type: none"> cut food safely use equipment to cut, peel and grate to prepare a simple dish Know that food comes from plants or animals. Know that with support, food can be cut, peeled and grated. <p>Designing</p> <ul style="list-style-type: none"> To make a simple plan before making Know that there are similar existing products relating to what is being made <p>Making</p> <ul style="list-style-type: none"> To use own ideas to make something <p>Evaluating</p> <ul style="list-style-type: none"> To know that a final product is linked to what has been asked. 	<p>Explorers</p> <p>Discover the world!</p> <p>Understanding the world</p> <p>How do we know other countries are there?</p> <p>Science</p> <p>Zoology</p> <ul style="list-style-type: none"> To know a range of common animals, including fish, amphibians, reptiles, birds and mammals – use animals that children should have seen in zoos/museums. To know the type of diet that animals have – herbivore, omnivore, carnivore. To know and describe and compare the basic structure of a range of different animals (fish, amphibians, reptiles, mammals and birds) <p>-to know about the work of past and present scientists: Past -Steve Irwin Present - David Attenborough</p> <p>People and places</p> <p>Geography</p> <p>-To know that the UK is an island surrounded by 3 main seas</p> <p>-Know how to identify which is N, E, S and W on a compass</p> <p>-Know how to name and locate the seven continents of the world on a world map</p> <p>History:</p> <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous To know that we can find out about the past in different ways. To know how to find answers to simple questions about the past from sources of information e.g pictures, stories, artefacts. Know that artefacts/ sources can be matched to people of different ages. 	<p>The Toy Maker</p> <p>Being imaginative and exploring</p> <p>What are toys made of?</p> <p>Science</p> <p>Engineering</p> <ul style="list-style-type: none"> To Know the difference between an object and a material from which it is made. To know the names of a variety of everyday materials including wood, plastic, metal, glass, water and rock. To know how to describe the simple physical properties of a range of everyday materials. To know how to compare and group together a variety of everyday materials on the basis of their simple properties (hard/soft, absorbent/not absorbent, rough/smooth etc.). To know how to Identify and compare the suitability of materials. <p>-to know about the work of past and present scientists: Past -Charles Macintosh Present - Charlotte McCurdy</p> <p>D&T</p> <p>Technical knowledge</p> <p>To know how to:</p> <ul style="list-style-type: none"> Make their own product stronger Know there are ways to make a product stronger Know that sliders can be used to create movement Know that wheels and axels can be used to create movement <p>Designing</p> <ul style="list-style-type: none"> To use own ideas to design something To describe how their own idea works To design a product which moves To explain to someone else how they want to make their product <p>Making</p> <ul style="list-style-type: none"> To make a product which moves To choose appropriate materials, components and tools To use tools safely to cut, shape and join materials <p>Know that tools / equipment can be used to cut, shape, join and finish.</p> <p>Evaluating</p> <ul style="list-style-type: none"> To describe how something works To explain what works well and not so well in the model they have made. <p>Culture and Communities</p> <p>History:</p> <ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own. To know some common words relating to the passing of time. Organise a number of artefacts by age Know what a number of older objects were used for To know how to order 3-4 events or related objects. 	<p>Everchanging Environments</p> <p>Understanding the world</p> <p>How does our environment change over the year?</p> <p>Science</p> <p>Botany</p> <ul style="list-style-type: none"> Identify the basic structure of flowering plants and trees – stem/trunk, flower, blossom, petals, seeds, leaves, roots, branches. Understand the difference between evergreen and deciduous trees. Identify a range of deciduous and evergreen trees. <p>-to know about the work of past and present scientists: Past - David Douglas Present -Parent/grandparent of child or Alan Titchmarsh</p> <p>Geography</p> <p>-To know that weather changes throughout the year and it can be observed</p> <p>-To know the weather associated with each season</p> <p>-To know that the length of the day changes throughout the year (linked to Science)</p> <p>*make links to Thunderbolts and Lightning learning.</p>

					<ul style="list-style-type: none"> To know how to compare objects from their lifetime and the past. To know that there are differences between the past and present in their own and other people's lives. To know that events or objects in their life can be sequenced on a simple timeline. 	
Year 2	<p>Sow and Grow</p> <p>Understanding the world</p> <p>Are plants alive?</p> <p>Science -</p> <p>Botany</p> <ul style="list-style-type: none"> To know how seeds and bulbs grow into mature plants and how they need a suitable temperature, light and water. To know how plants and trees change over time – leaves falling, blossom and flowers dying/changing colour. To know a variety of flowering plants and trees. <p>-to know about the work of past and present scientists: Past -George Forrest Present – Charlotte Taylor</p>	<p>Fire Fire</p> <p>People and places</p> <p>Who was to blame for the Great Fire of London?</p> <p>History</p> <ul style="list-style-type: none"> To know about an event or events that happened long ago, even before their grandparents were born To know what we use today instead of a number of older given artefacts To know the main events from a significant event in history. To know that history can relate to people, places and events. To know that there are some significant local places, national events and individuals beyond living memory. To know simple historical vocabulary and use it when discussing the dates of historical events, such as the Great Fire of London. To know and use dates where appropriate. To know that periods in time have similarities and differences to the present time. To know how to make connections between the past and present time. To know that events and objects can be sequenced in chronological order. To know how to sequence objects/ events closely related in time, using a given scale. To know the similarities and differences between then and now. To know the difference between fact and fiction. To know that history can be made nationally <p>Being imaginative and exploring</p> <p>D&T</p> <p>Designing To know how to:</p> <ul style="list-style-type: none"> think of an idea and plan what to do next produce labelled diagrams explain why they have chosen specific materials <p>Making To know how to:</p> <ul style="list-style-type: none"> choose tools and materials and explain why they have chosen them join materials and components in different ways measure materials to use in a model <p>Evaluating To know how to:</p> <ul style="list-style-type: none"> explain what went well with their work and how they could improve it Know that there are strengths and weaknesses of products made. 	<p>The Harbour</p> <p>Culture and communities</p> <p>Is Ramsgate a better place to live now that it was in the past?</p> <p>History</p> <ul style="list-style-type: none"> To know how the local area is different to the way it used to be a long time ago To know that history can be made locally To know that there are some significant local places, national events and individuals beyond living memory. To know that periods in time have similarities and differences to the present time. To know that a range of sources can be used to ask and answer questions about the past. Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) <p>People and places</p> <p>Geography</p> <ul style="list-style-type: none"> -Know how to name and locate the five oceans of the world on a world map -Know how to name and locate the four capital cities of England, Wales, Scotland and Northern Ireland -Know how to recognise main differences between a place in England and that of a small place in a non-European country -Know how to name and locate the Channel, North Sea and Irish Sea -To know that different locations share geographical similarities and differences and to be able to articulate these -Know how to identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach -Know how to explain some of the advantages and disadvantages of living in a city or village. -To know how to identify key human features beyond their locality e.g. city, town, village, port, harbour -Know how to identify where the equator, North Pole and South Pole are on a globe -To know there are hot and cold areas of the world in relation to the Equator and the North and South poles -To know physical features are similar and differ from places in the wider world e.g. mountain, forest, valley, coast, ocean. -To know how to locate oceans and continents on a map/globe 	<p>Nurturing Nurses</p> <p>Understanding the world</p> <p>What do we need to survive?</p> <p>Science</p> <p>Zoology</p> <ul style="list-style-type: none"> To know that living creatures have offspring which grow into adults. To know the difference between living, non-living and dead things. To know the basic needs for survival of animals including humans. <p>-to know about the work of past and present scientists: Past – Florence Nightingale Present – Bear Grylls</p> <p>History</p> <ul style="list-style-type: none"> To know about a famous person from outside the UK and explain why they are famous To know why people in the past acted as they did, why events happened and what happened as a result. To know why some people in the past did things. To know the difference between fact and fiction. To know how to find answers to simple questions about the past from sources of information e.g pictures, stories, artefacts. To know that artefacts/ sources can be matched to people of different ages. To know that we can find out about the past in different ways. To know how to identify and recount some details from the past from sources e.g. pictures, stories, objects. To know that history can be made internationally. 	<p>Passion For Fashion</p> <p>Being imaginative and exploring</p> <p>Which material is best for making clothes?</p> <p>Science</p> <p>Engineering</p> <ul style="list-style-type: none"> To know the suitability of a range of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. -Understand that some solid objects can have different properties <p>-to know about the work of past and present scientists: Past - Wallace Carothers Present - Genevieve Dion</p> <p>D&T Textiles</p> <p>Designing To know how to:</p> <ul style="list-style-type: none"> think of an idea and plan what to do next produce labelled diagrams explain why they have chosen specific materials <p>Know that products serve a purpose.</p> <p>Making To know how to:</p> <ul style="list-style-type: none"> choose tools and materials and explain why they have chosen them join materials and components in different ways measure materials to use in a model or structure begin to consider finishing techniques Know that there is a purpose for what is being made. <p>Evaluating To know how to:</p> <ul style="list-style-type: none"> explain what went well with their work and how they could improve it Know that there are strengths and weaknesses of products made. <p>Know that textiles can be cut and joined to make a product.</p>	<p>A Wonderful World</p> <p>Understanding the world</p> <p>Do plants need humans to survive?</p> <p>Science</p> <p>Zoology</p> <ul style="list-style-type: none"> -Classify and sort things into the categories of living, non-living and dead things. <p>Ecology</p> <ul style="list-style-type: none"> To know that living creatures need habitats which give them the basic things they need to survive (water, food, air) To know that animals and plants need each other to survive. To know how animals obtain their food from plants and other animals. To know a variety of plants and animals in their habitats, including micro-habitats. To know and name a variety of common wild and garden plants that can be found in the UK <p>-to know about the work of past and present scientists: Past - Jacques Cousteau Present – Nik Mitchell (Get Wild parent)</p> <p>Geography</p> <ul style="list-style-type: none"> -Know how to use the terminologies: left and right; below, next to -To know how to label a compass with the four compass points -To know how to use locational and directional language to describe a location or route -To know how to create a map using symbols in a key
KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>Prehistory Rocks!</p> <p>Understanding the world</p>	<p>Feel the force, see the light</p> <p>Being imaginative and exploring</p> <p>Do forces make things change?</p>	<p>How my body works</p> <p>Health and wellbeing</p> <p>Is it unhealthy to eat chocolate?</p>	<p>Revolutionary Romans</p> <p>Culture and communities</p>	<p>Mayans: the rise and fall!</p> <p>Culture and communities</p> <p>What does it mean to be successful?</p>	<p>Rainforests</p> <p>Understanding the world</p> <p>Should we save the rainforest?</p>

	<p>Which age was best to live in: stone, iron or bronze?</p> <p>Science</p> <p>Geology</p> <ul style="list-style-type: none"> To know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (e.g. metamorphic, igneous and sedimentary). To know and be able to describe, in simple terms, how fossils are formed when things that have lived are trapped within rock. To know that soils are made from rocks and organic matter. To know how rocks, change over time. <p>-to know about the work of past and present scientists: Past –Mary Anning Present - Dean Lomax</p> <p>Culture and communities</p> <p>History</p> <ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by ‘hunter-gatherers’ To know the main features of the Stone, Bronze and Iron Age. To know that the past can be divided into periods. To know the meaning of ancient and civilization. To know some differences between the lives of the rich and poor. To know about the achievements of one of the earliest civilizations. To know how to describe similarities and differences between people, events and objects, as time changes. To know that we can compare now with a period in the past. To know and use the dates of significant events through pre-history. To know how to compare two closely linked periods such as the Iron Age and the Romans. To know how to place the times studied on a timeline. To know that a timeline can be divided into BCE and CE To know how to sequence several events or artefacts. To know that a timeline can be used to place periods studied in order. To know that there are similarities and differences between specific periods of history studied 	<p>Science</p> <p>Kinetics</p> <ul style="list-style-type: none"> To know how to compare how objects move on different surfaces depending on the properties from which they are made. To know that some forces need contact between two objects, but magnetic forces can act at a distance. To know how different magnets can have different strengths. To know how to observe how magnets attract or repel each other and attract some materials and not others. To know how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. To know magnets as having two poles. To be able to predict whether two magnets will attract or repel each other, depending on which poles are facing. To know how magnets can be damaged if they are dropped. <p>Optics</p> <ul style="list-style-type: none"> To know that light is needed in order to see things and that dark is the absence of light. To know that light is reflected from surfaces. To know that light from the sun can be dangerous and that there are ways to protect their eyes. To know that shadows are formed when the light from a light source is blocked by an opaque object. To be able to find patterns in the way that the size of shadows changes. <p>-to know about the work of past and present scientists: Past - Albert Einstein Present - Masato Sagawa</p>	<p>Science</p> <p>Anatomy</p> <ul style="list-style-type: none"> To know that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. To know that humans and some other animals have skeletons and muscles for support, protection and movement. <p>-to know about the work of past and present scientists: Past - Elsie Widdowson Present - Christiane Scheffler</p> <p>D&T</p> <p>Food Technology</p> <p>To know how to:</p> <ul style="list-style-type: none"> Be both hygienic and safe in the kitchen Describe how food ingredients come together Weigh out ingredients and follow a given recipe to create a dish Talk about which food is healthy and which food is not To know when food is ready for harvesting <p>Designing</p> <ul style="list-style-type: none"> To prove that a design meets a set criteria To design a product and make sure that it looks attractive <p>Making</p> <ul style="list-style-type: none"> To follow a step-by-step plan, choosing the right equipment and materials <p>Evaluating</p> <ul style="list-style-type: none"> To explain what changes they made and why To know that design can be changed to improve it the product were to be created again <p>Levers and linkages</p> <p>Technical knowledge</p> <p>To know how to:</p> <ul style="list-style-type: none"> Make cuts and holes accurately Strengthen a product by stiffening a given part or reinforce a part of the structure To Know that simple linkages can be used to create movement To Know that textiles can be joined in different ways. <p>Designing</p> <ul style="list-style-type: none"> To choose a material for both its suitability and its appearance <p>Making</p> <ul style="list-style-type: none"> To select the most appropriate tools and techniques for a given task Work accurately to measure cuts and make holes To know that there are appropriate tools/materials chosen which are fit for purpose <p>Evaluating</p> <ul style="list-style-type: none"> Explain how to improve a finished model To know why a model has or has not been successful 	<p>Did the Roman’s make England a better place to live?</p> <p>History</p> <ul style="list-style-type: none"> To know how the Romans changed Britain. To know that Julius Caesar’s attempted to invade Britain in in 55-54 BCE To know that the Romans successfully invade in 42 CE To know that the Roman empire was powerful and had a well organised, successful army. To know that Claudius led the successful invasion. To know that the Romans build Hadrian’s wall and understand why they may have built it. To know Boudica resisted the Roman occupation of Britain and won a number of battles. To know the impact of Roman culture on Britain To know how the Roman empire brought some early beliefs such as Christianity. To know how to place the times studied on a timeline. To now that a timeline can be divided into BC and CR To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits.. <p>People and places</p> <p>Geography</p> <ul style="list-style-type: none"> Know how to name at least six cities in England Know how to name and locate at least eight counties in England To know how to name and locate Ramsgate, Kent, and surrounding counties on a map To know how to describe topographical features of Ramsgate and Kent Know how to name and locate at least eight European countries Know how to use maps to locate European countries and capitals. Know how to name the eight points of a compass To know how to use a range of maps to locate countries of Europe To know how to create sketch maps and simple plans of a local area and use geographical symbols 	<p>History</p> <ul style="list-style-type: none"> To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits. To know how to use sources to find out about the everyday lives of people and changes to these. Know that some sources are more helpful than others when learning about the past. To know that there are different accounts of history. To know how to look at two versions of the same event and identify differences in the accounts. To know that there is a difference between fact and opinion. To know that an ancient non-European society provides a contrast to British history. To know that the Mayans were invaded by Spanish explorers To know key facts about the Mayan Civilisation To identify periods of rapid change in history in contrast To know the important aspects of Mayan beliefs To know about the Mayan number system To know about the Mayan writing system To identify the purpose of the Mayan calendar To know that the Mayans were invaded by Spanish explorers <p>People and places</p> <p>Geography</p> <ul style="list-style-type: none"> Know how to explain is meant by the term ‘tropics’ Know how to name four countries from the southern hemisphere To know how to describe the key aspects of human geography, including settlement and land use To know how to use a range of maps to describe the features of a particular location. To identify the equator, Southern and Northern hemispheres To label a map to show where the ancient Mayans lived To identify some Mayan cities 	<p>Science</p> <p>Ecology</p> <ul style="list-style-type: none"> To know the functions of different parts of trees and plants, including the stem/trunk, flower, blossom, petals, seeds, leaves, roots, branches. To know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and understand how they vary from plant to plant To know the way in which water is transported within plants. To know the importance of leaves for nutrition and flowers for reproduction. <p>-to know about the work of past and present scientists: Past - Marie Clark Taylor Present - Julian Bayliss</p> <p>Geography</p> <ul style="list-style-type: none"> Know how to identify biomes Know how to explain features of biomes and vegetation belts Know how to label layers of a rainforest Know how to explain what deforestation is
Year 4	<p>Make some noise!</p> <p>Being imaginative and exploring</p>	<p>Walk like an Egyptian</p> <p>Culture and communities</p>	<p>Cracking the Earth's Core</p> <p>Understanding the world</p> <p>Does the ground move?</p>	<p>Innovation Station</p> <p>Culture and communities</p>	<p>Water World</p> <p>Understanding the world</p> <p>Is it best to live near a water source?</p>	<p>My Home is Your Home</p> <p>People and places</p>

	<p>Can sound travel?</p> <p>Science</p> <p>Acoustics</p> <ul style="list-style-type: none"> To know how sounds are made and understand that these create vibrations in the air. To know that vibrations from sounds, travel through a medium to the ear. To know how to find patterns between the pitch of a sound and features of the object that produced it. To know that there is a pattern between the volume of a sound and the strength of the vibrations that produced it. To know that sounds get fainter as the distance from the sound source increases. <p>-to know about the work of past and present scientists: Past - Heinrich Hertz and Ernst Mach Present - Jaap Haartsen</p>	<p>Were all Egyptian Pharaohs good leaders?</p> <p>History</p> <ul style="list-style-type: none"> Know about the key features of Ancient Egypt. To know that Ancient Egypt was a civilization that thrived along the Nile River in Northeastern Africa for over 3,000 years. To know that the Nile River was essential for the survival and development of Ancient Egypt. To know that Ancient Egyptian society had a social hierarchy. To know that pharaohs were the rulers of Ancient Egypt with absolute power. To know that the Egyptians worshipped gods and goddesses, with each deity having specific roles and associations with natural elements. To know the role of the pyramids within Egyptian civilisation' To know that hieroglyphs were the ancient Egyptian writing system. To know that mummification was a process used to preserve bodies in Ancient Egypt, ready for the afterlife. To know that Ancient Egyptians believed in an afterlife. To know that Ancient Egypt made significant contributions to art and architecture. To know how some of the past events/ people affect life today. To know how to order significant periods on a timeline. To know how to use historical vocabulary e.g. century, decade, BCE, CE. To know the difference between primary and secondary sources of evidence To know that sources can vary in reliability. To know how to suggest sources of evidence from a selection provided to use to help answer questions. <p>Health and wellbeing</p> <p>Science</p> <p>Anatomy</p> <ul style="list-style-type: none"> To know the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, small and large intestines). To know the different types of teeth in humans and their simple functions. To know and interpret a variety of food chains, identifying producers, predators and prey. To know the difference between vertebrates and invertebrates and to sort a range of creatures using this property. <p>-to know about the work of past and present scientists: Past - Hesy-Ra Present - Zhaoming Liu</p>	<p>Geography</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> To know how explain how geographical aspects in both places are similar and different and how they have changed over time To know how to locate the Equator, Northern Hemisphere and Southern Hemisphere on a map <p>Human and physical geography</p> <ul style="list-style-type: none"> To know how to explain and identify key aspects and what causes an earthquake To know how to describe the formation, key aspects and features and label the parts of a volcano To know that the land surrounding volcanoes is fertile and that this can influence the settlement and land use of this area To know how to ask and answer some geographical questions about the physical and human characteristics of Italy and the UK <p>Skill and fieldwork</p> <ul style="list-style-type: none"> Know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian To know how to present observations in a variety of ways including maps, plans, sketches and graphs To know how to use a range of maps to describe the features of Compass points, grid references, symbols and keys can be used to communicate knowledge of the UK and the wider world <p>Being imaginative and exploring</p> <p>D&T Structures</p> <p>Technical knowledge</p> <p>Know how to:</p> <ul style="list-style-type: none"> Strengthen a product by stiffening a given part or reinforcing a part of the structure <p>Designing</p> <ul style="list-style-type: none"> To know how to use ideas from other people when designing To produce a plan and explain it To communicate ideas in a range of ways, including by sketches and cross-sectional drawings which are annotated <p>Making</p> <ul style="list-style-type: none"> To know which tools to use for a particular task and show knowledge of handling the tool <p>Evaluating</p> <ul style="list-style-type: none"> To know how to evaluate and suggest improvements for designs Evaluate products for both their purpose and appearance Explain how the original design has been improved 	<p>Could we survive without electricity?</p> <p>History</p> <ul style="list-style-type: none"> To know about the impact that the Islamic civilisation had on the world. To know that an ancient non-European society provides a contrast to British history. To know why they were considered an advanced society in relation to that period of time in Europe. To identify key people and achievements from the Islamic civilisation. To know the key features of Baghdad during the Golden age of Islam. To know how to identify changes and make links within and across the time periods studied. To know how some of the past events/ people affect life today. To know how to order significant events on a timeline. To know the difference between primary and secondary sources of evidence To know how to suggest sources of evidence from a selection provided to use to help answer questions. Know that primary and secondary sources are available and vary in reliability. To know the reasons why there may be different accounts of history. <p>Being imaginative and exploring</p> <p>Science</p> <p>Electrology</p> <ul style="list-style-type: none"> To know that common appliances that run on electricity To know that a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To know whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery To know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To know some common conductors and insulators, and associate metals with being good conductors. <p>-to know about the work of past and present scientists: Past - Ibn Al-Haytham and Abbas Ibn Firnas Present - Esther Sans Takeuchi</p> <p>D&T Electricity</p> <p>Technical knowledge</p> <p>Know how to:</p> <ul style="list-style-type: none"> create simple electrical circuits and components e.g. bulbs, switches or buzzers that can be used to create functional products Link scientific knowledge by using lights, switches, or buzzers Use electrical systems (series circuits) to enhance the quality of the product 	<p>Science</p> <p>Geology</p> <ul style="list-style-type: none"> To know how to compare and group materials together, according to whether they are solids, liquids or gases. To know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). To know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>-to know about the work of past and present scientists: Past - Anders Celsius Present - Yuan Daoxian</p> <p>People and places</p> <p>Geography</p> <ul style="list-style-type: none"> Know how to name and locate the main rivers in the UK To know how to describe how the River Thames impacts types of settlement and land use and how these effect economic activity and trade links Know how to name four countries from the northern hemisphere Know how to name and locate at least eight major capital cities across the world To know how to explain why people choose to live near rivers Know how to explain why most cities are located by a river To know how to describe how the River Thames impacts types on settlement and land use and how these effect economic activity and trade links To know how to describe the key aspects of human geography, including settlement and land use To know what happens within the water cycle To know Human geography, including economic activity, can be affected by the distribution of natural resources including energy Know how to use graphs to record features such as temperature or rainfall across the world 	<p>Would you rather live in England or Spain?</p> <p>Geography</p> <ul style="list-style-type: none"> Know how to recognise at least five differences between living in the UK and a Mediterranean country To know how explain how geographical aspects in contrasting places are similar and different and how they have changed over time . To know time zones, change as you travel latitudinally around the globe To know that topography impacts land use. To know how to select from the range of fieldwork skills learnt previously To know how to create maps of locations identifying patterns (land use, climate zones) To know geographical representations can differ in their effectiveness To know how to read 4 figure grid references <p>Science</p> <p>Ecology</p> <ul style="list-style-type: none"> To know that living things can be grouped in a variety of ways. To know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment. To know that environments can change and that this can sometimes pose dangers to living things. <p>-to know about the work of past and present scientists: Past - Carl Linnaeus Present - Vanesa Nakate</p>
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Year 5	<p>Across the Pond</p> <p>People and places</p> <p>North America or the UK: Which is the greatest?</p> <p>History</p> <p>Chronology: • To know how to use timelines to place and sequence local national and international events</p> <p>Historical enquiry: To know how to ask a range of questions about the past</p> <p>Geography</p> <ul style="list-style-type: none"> • To know how to name and locate countries in North America • To know how to identify key differences between living in the UK and living in a country in North America • To know how to describe topographical features (including hills, mountains, coasts and rivers) and land use patterns of countries in North America and compare those to the UK • Know how to explain where the main mountain regions are in the UK and North America • Know how to locate time zones and work out time differences • To know and understand that there are geographical similarities and differences between North America and the UK and be able to describe these • To know how to describe the environmental regions and human characteristics of countries in North America • Know the names of and locate some of the world's deserts • To know that deserts can be hot and cold <ul style="list-style-type: none"> • To know and understand that there are geographical similarities and differences between North America and the UK and be able to describe these • To know how to identify key differences between living in the UK and living in a country in North America 	<p>Stargazers</p> <p>Understanding the world</p> <p>Do we really need to know what else exists in our universe?</p> <p>Science</p> <p>Astrophysics</p> <ul style="list-style-type: none"> • To know the movement of the Earth, and other planets, relative to the Sun in the solar system. • To know and be able to describe the movement of the Moon relative to the Earth. • To know that the Sun, Earth and Moon are approximately spherical bodies. • To know how to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • To know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. <p>-to know about the work of past and present scientists: Past - Galileo and Aristotle Present – Frank Drake</p> <p>Historical enquiry: -To know how to choose reliable sources of evidence to answer questions -To know that they need to question the reliability of sources</p> <p>Historical interpretation: -To know that people can represent events and ideas in ways that persuade others -To know how to give clear reasons why there may be different accounts of history -To know how to evaluate evidence to choose the most reliable forms -To know that there is often not a single answer to historical questions</p>	<p>Marvels of Matter</p> <p>Culture and communities</p> <p>Were the Anglo-Saxons invaders?</p> <p>History</p> <ul style="list-style-type: none"> • To know that the Anglo-Saxons were Germanic tribes who settled in Britain during the 5th and 6th centuries CE after the fall of the Roman Empire. • To know that the Anglo-Saxon settlement of Britain led to the formation of several kingdoms, including Wessex, Mercia, and Northumbria, each with its own king. • To know that the Anglo-Saxons brought their own language, Old English, which eventually evolved into Middle English and influenced the development of the English language we use today. -To know that places in Britain were named from Anglo-Saxon and Viking language • To know that the Anglo-Saxons were skilled craftsmen, known for their intricate metalwork, jewellery, and manuscript illumination, as seen in the famous Lindisfarne Gospels and the Sutton Hoo burial site. • Anglo-Saxon art was characterized by intricate metalwork, such as decorative brooches, buckles, and weapons, often adorned with intricate patterns and animal motifs. • Anglo-Saxon literature, particularly epic poetry, played a significant role in their culture. Beowulf, an epic poem, is one of the most famous surviving works from this period. <p>The conversion to Christianity had a profound impact on Anglo-Saxon art and culture, leading to the construction of grand churches, the production of illuminated manuscripts, and the spread of monasticism.</p> <p>To know that the Anglo Saxons and Scots settled in Britain.</p> <ul style="list-style-type: none"> • To know how to identify changes and make links within and across the time periods studied. • To know how to sequence historical periods. • To know how to compare a wide range of periods. <p>To know that the chronological positions of periods studied sometimes overlap or occur concurrently.</p> <ul style="list-style-type: none"> • To know how to ask a range of questions about the past. • To know how to choose reliable sources of evidence to answer questions. <p>• Know that they need to question the reliability of sources.</p> <p>• To know that there is often not a single answer to historical questions.</p> <ul style="list-style-type: none"> • To know how to evaluate evidence to choose the most reliable forms. <p>To know why there may be different accounts of history.</p>	<p>Gods and Mortals</p> <p>Culture and communities</p> <p>Which Greek invention has had the greatest impact on us?</p> <p>History</p> <ul style="list-style-type: none"> • To know that the Ancient Greeks influenced the Western world. • To know that Ancient Greece was a civilization that existed in the Mediterranean region from the 8th century BCE to the 6th century CE. • To know that Ancient Greece was made up of independent city-states, such as Athens and Sparta, each with its own government and culture. • To know that Ancient Greece is considered the birthplace of democracy, with Athens being known as the cradle of democracy. • To know that Greek mythology played a significant role in Ancient Greek culture, with gods and goddesses like Zeus, Athena, and Poseidon being worshipped and revered. • To know that the Olympic Games originated in Ancient Greece and were held every four years in honour of the god Zeus. • To know that Ancient Greece made significant contributions to literature, with famous works such as the epic poems of Homer (Iliad and Odyssey) and the fables of Aesop. • To know that Ancient Greece was known for its architectural achievements, including the iconic Parthenon in Athens and the Theatre of Dionysus. • To know that Ancient Greece had a strong emphasis on education and intellectual pursuits, with philosophers like Socrates, Plato, and Aristotle making important contributions to philosophy and critical thinking • To know why an ancient society is considered advanced in relation to that period of time in Europe. • To know that the Ancient Greeks influenced the Western world • To know how to sequence historical periods. • To know how to identify changes within and across historical periods. • To know that comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time. • Know that they need to question the reliability of sources. 	<p>Tides of Change</p> <p>Culture and communities</p> <p>Has Ramsgate changed for the better?</p> <p>History</p> <ul style="list-style-type: none"> • To know that Ramsgate is a town located in the county of Kent, England, with a rich history that dates back centuries. • To know that Ramsgate became an important port during the medieval period and played a role in the English Civil War in the 17th century. • To know that in the 19th century, Ramsgate experienced significant growth and development as a popular seaside resort, attracting visitors from London and beyond. • To know that Ramsgate played a significant role in World War II as a key embarkation point for the Dunkirk evacuation in 1940, with many troops being evacuated from its harbour. • To know that the town features several notable landmarks, including the Royal Harbour, which was designed by the famous engineer John Rennie. • To know that Ramsgate is home to the Ramsgate Tunnels, an extensive underground network of tunnels and air raid shelters that were used during World War II to protect residents during air raids. • To know that the historic Ramsgate Maritime Museum showcases the town's maritime heritage, including exhibits on its fishing industry, shipbuilding, and maritime trade. • To know that we can all make history. • To know how to use timelines to place and sequence local, national and international events. • To know how to give clear reasons why there may be different accounts of history. • To know how to evaluate evidence to choose the most reliable forms. <p>To know why there may be different accounts of history</p> <p>Geography</p> <ul style="list-style-type: none"> • To know how geography of Ramsgate has changed over time due to sea level change • To know that the impact of human and physical geography have not stopped and will impact its future. • To know how human and physical geography are interlinked • To know the human impact on coastlines, as a result of settlements, land use and economic activity. • To know how the human need for energy has impacted on local environments. • To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To know how to gather and record information about the local area through observation <p>Being imaginative and exploring</p> <p>Science</p> <p>Astrophysics</p> <ul style="list-style-type: none"> • To know the effects of air resistance, water resistance and friction, that act between moving surfaces. • To know how to explore up thrust and investigate how to sink a bottle. • To know how to investigate water resistance by creating different sized boats for hulls. • To know how to investigate how the size of a boat's hull affects the speed of its movement. <p>-recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>-to know about the work of past and present scientists: Past –Isaac Newton Present –Hannah Smitz</p>

	<p>Understanding the world</p> <p>Science</p> <p>Taxonomy</p> <ul style="list-style-type: none"> • To know and be able to describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird. • To know the life process of reproduction in some plants and animals <p>-to know about the work of past and present scientists: Past - Maria Sibylla Merian Past - Jane Goodall</p>		<p>Understanding the world</p> <p>What makes up the world around us?</p> <p>Science</p> <p>Geology</p> <p>-Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>-to know about the work of past and present scientists: Past – John Dalton Present – Matthew Ponting</p>	<ul style="list-style-type: none"> • To know that there is often not a single answer to historical questions. • To know that people (now and in the past) can represent events and ideas in ways that persuade others. • To know how to give clear reasons why there may be different accounts of history. • To know how to evaluate evidence to choose the most reliable forms. <p>To know why there may be different accounts of history.</p> <p>Being imaginative and exploring</p> <p>D&T Cams</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • To know that products need to be strong and fit for purpose by being precise • To know that cams can be used to create movement • To know that a 3D frame can be reinforced and strengthened. <p>Designing</p> <ul style="list-style-type: none"> • To produce a detailed step by step plan • Use exploded diagrams • Know that design criteria can be developed <p>Making</p> <ul style="list-style-type: none"> • To use a range of tools and equipment competently • Make a product that relies on cams <p>Evaluating</p> <ul style="list-style-type: none"> • To evaluate appearance and unction against original criteria • To know that the purpose and appearance of a product can be evaluated 	<p>D&T Gears and Pulleys</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • To know how link scientific knowledge to design by using pulleys or gears • Know that products need to be strong and fit for purpose by being precise • Know that pulleys and gears can be used to create movement <p>Designing</p> <ul style="list-style-type: none"> • To come up with a range of ideas after collecting information from different sources • Explain how a product will appeal to a specific audience • Design a product that requires pulleys or gears <p>Making</p> <ul style="list-style-type: none"> • To make a prototype before making a final version • Make a product that relies on pulleys or gears <p>Evaluating</p> <ul style="list-style-type: none"> • To suggest alternative plans; outlining the positive features and drawbacks
<p>Year 6</p>	<p>Darwin's Delight</p> <p>Understanding the world</p> <p>Can we be sure evolution is real?</p> <p>Science</p> <p>Human Biology</p> <ul style="list-style-type: none"> • To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • To know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • To know how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Taxonomy</p> <p>-To know the purpose and origins of classification systems</p> <p>-Know some ways in which animals and plants can be classified, including micro organisms</p>	<p>My Home, My Country</p> <p>Culture and communities</p> <p>Is it ever justifiable to invade another country?</p> <p>History</p> <ul style="list-style-type: none"> • To know that the Viking and Anglo-Saxon struggle for the Kingdom of England took place during the Viking Age, which lasted from the late 8th century to the early 11th century. • To know that the Vikings, seafaring warriors from Scandinavia, began raiding England in the late 8th century and later sought to conquer and settle in the land. • To know that the Anglo-Saxon kingdoms of England, such as Wessex, Mercia, and Northumbria, faced repeated Viking invasions and attacks, leading to conflicts and power struggles. • To know that the Anglo-Saxon king, Alfred the Great, played a significant role in resisting Viking invasions and establishing a period of relative peace and stability in the late 9th century. • To know that the Danelaw was a region in England where Viking influence was particularly strong, and it existed as a semi-independent territory under Viking control during the 9th and 10th centuries. • To know that the Viking ruler Cnut (Canute) eventually became the king of England in the early 	<p>How to mind your heart</p> <p>Health and wellbeing</p> <p>Are all drugs bad for us?</p> <p>Science</p> <p>Human Biology</p> <ul style="list-style-type: none"> • To know the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • To know the ways in which nutrients and water are transported within animals, including humans. <p>-to know about the work of past and present scientists: Past –William Harvey Present –Donald Palmer</p> <p>D&T Food Technology</p> <p>To know how to:</p> <ul style="list-style-type: none"> • Prepare a meal by collecting the ingredients in the first place • Know which seasons various foods are available for harvesting • Adapt and aspect of a recipe • Understand the difference between a savoury and sweet dish 	<p>WW2 - Paths to Peace</p> <p>Culture and communities</p> <p>Can you ever really win a war?</p> <p>History</p> <ul style="list-style-type: none"> • To know that the Allied powers, including the United States, Soviet Union, United Kingdom, and others, worked together to defeat the Axis powers and end World War II. • To know that the United Nations (UN) was established in 1945 as an international organization dedicated to maintaining peace and security, promoting human rights, and fostering cooperation among nations. • To know that the United Nations Charter, which serves as the foundation of international law, was created to prevent future conflicts and promote peaceful resolutions through diplomacy and negotiation. • To know that the Nuremberg Trials were held after World War II to hold Nazi leaders accountable for their war crimes and crimes against humanity, sending a message that such actions would not go unpunished. <p>To know how some changes affect life today.</p> <ul style="list-style-type: none"> • To know significant changes have had a major impact on life today. • To know how to give own reasons why changes may have occurred, backed up with evidence. • To know how to use dates and historical period terms accurately e.g. social, religious, political, technological and cultural. <p>To know that the chronology of significant events in history subsequently shaped different societies.</p> <p>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p> <ul style="list-style-type: none"> • To know the most appropriate source of evidence for particular tasks. • To know how to evaluate the usefulness and accurateness of different sources of evidence. • To know how to use a range of sources to form own opinion about historical events. 	<p>Light it Up</p> <p>Being imaginative and exploring</p> <p>Does electricity make the world a better place to live?</p> <p>Science</p> <p>Electrology</p> <ul style="list-style-type: none"> • To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • To use recognised symbols when representing a simple circuit in a diagram <p>Optics</p> <ul style="list-style-type: none"> • To know that light appears to travel in straight lines. • To know how to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • To know that we see things because light travels from light sources to our eyes or

	<p>-to know about the work of past and present scientists: Past – Charles Darwin Present – Tanisha Williams</p> <p>Geography</p> <ul style="list-style-type: none"> • Know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian • Know how to plan a journey within the UK, using a road map 	<p>11th century, marking a period of Viking rule over the Anglo-Saxon kingdom.</p> <ul style="list-style-type: none"> • To know that Edward the Confessor, the last Anglo-Saxon king of England, ascended to the throne in 1042, marking the end of Viking rule and the beginning of a period of stability before the Norman Conquest in 1066. <p>To know how some changes affect life today.</p> <ul style="list-style-type: none"> • To know significant changes have had a major impact on life today. • Know how to describe similarities and differences between some people, events and objects studied. • To know how to make links between some features of past societies <p>To know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066.</p> <ul style="list-style-type: none"> • To know how to use timelines to order events, periods and cultural movements from around the world. • To know how to identify and compare changes within and across different periods. <p>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p> <p>To know that the chronology of significant events in history subsequently shaped different societies.</p> <p>Know that there are patterns that follow throughout history. tasks.</p> <ul style="list-style-type: none"> • To know how to evaluate the usefulness and accurateness of different sources of evidence. • To know how to use a range of sources to form own opinion about historical events. • To know that the past has been represented in different ways. • To know how to suggest accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways. <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • To know that developing nations differ compared to developed nations • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • Know what most of the ordnance survey symbols stand for • To know how to use a range of resources to give detailed descriptions and opinions of the features of locations • To know how to use fieldwork skills learnt and record the findings in a range of ways • To know which representation is most effective to use • To know how to read a range of maps • Know how to use 6 figure grid references 	<ul style="list-style-type: none"> • Know that the seasons affect the food available <p>Designing</p> <ul style="list-style-type: none"> • To know how to use market research to inform plans and ideas • Follow and refine original plans <p>Making</p> <ul style="list-style-type: none"> • To know which tools to use for a specific practical task • To know how to use tools safely <p>Evaluating</p> <ul style="list-style-type: none"> • To know how to test and evaluate designed products • To explain how products should be stored and give reasons 	<p>To know that some sources of evidence are more useful than others.</p> <ul style="list-style-type: none"> • To know that the past has been represented in different ways. • To know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history. <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • Know why are industrial areas and ports are important • Know main human and physical differences between developed and developing nations • To know how to collect and analyse statistics and other information in order to draw conclusions about locations and compare these to those studied earlier noting any changes over time • To know how to explain how countries and geographical regions are interconnected and interdependent • To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water 	<p>from light sources to objects and then to our eyes.</p> <ul style="list-style-type: none"> • To know how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>-to know about the work of past and present scientists: Past - Nikola Tesla Present - Rachel Oliver</p> <p style="text-align: center;">D&T Electricity</p> <p>Technical knowledge Know how to:</p> <ul style="list-style-type: none"> • Explore more complex electrical circuits and components, e.g. resistors or LEDs, to create functional products • Use electrical systems correctly and accurately to enhance a given product e.g. using transistors or chips <p>Designing</p> <ul style="list-style-type: none"> • To know that a design specification is used to guide thinking <p>Making</p> <ul style="list-style-type: none"> • To know what tools and materials are used for <p>Evaluating</p> <ul style="list-style-type: none"> • To know how to test and evaluate designed products
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