

Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
TOPIC WHO LET THE GODS OUT?	TOPIC WAR AND PEACE	TOPIC EXTRA TERRESTIAL	TOPIC OCEANS AND ISLANDS	TOPIC THE STONE AGE	TOPIC TRADITIONAL TALES
Literacy	Literacy	Literacy	Literacy	Literacy	Literacy
<u>Texts</u> <b>Orchard book of Greek Myths</b> (Hamilton Trust)  <b>Theseus and the Minotaur</b> retold by Hugh Lupton and Daniel Morden – myth (The Write Stuff)	<u>Texts</u> <b>Poetry</b> Fireworks, Remembrance and Winter	<u>Texts/Animation</u> <b>The Iron Man</b> by Ted Hughes – Sci-fi (Write Stuff)  <b>Tuesday</b> by David Wiesner - Newspaper Reports (Literacy Shed)  <b>Invasions –short film</b> Literacy Shed	<u>Texts</u> <b>Flotsam</b> by David Weisner – Persuasive Advert  <b>An Alternative to Plastic Straws</b> (The Write Stuff)	<u>Texts</u> <b>Stone Age Boy</b> by Satoshi Kitamura – Story (Write Stuff)  <b>Skara Brea</b> – Holiday Brochure (Write Stuff)	<u>Texts</u> <b>The Princess and the Pea</b> by Lauren Child (Write Stuff) <b>Snow White in New York</b> <b>Aladdin and the Enchanted Lamp</b> by Philip Pullman (Write Stuff) <b>The True Story of Three Little Pigs</b> by Jon Scieszka <b>Goldilocks – Guilty or Not Guilty</b> – Newspaper Report (Write Stuff)
<u>GENRES</u>	<u>GENRES</u>	<u>GENRES</u>	<u>GENRES</u>	<u>GENRES</u>	<u>GENRES</u>
MYTHS AND LEGENDS	POETRY	SCIENCE FICTION	PERSUASIVE	HISTORICAL FICTION EXPLANATION	NARRATIVE REPORT WRITING

<u>Oracy/Drama</u> Harvest service	<u>Oracy/Drama</u> Christmas show	<u>Oracy/Drama</u> The Tale of the Three Trees	<u>Oracy/Drama</u> Weather reports	<u>Oracy/Drama</u> Snow White	<u>Oracy/Drama</u> Snow White
<b>Mathematics</b> White Rose Maths	<b>Mathematics</b> White Rose Maths	<b>Mathematics</b> White Rose Maths	<b>Mathematics</b> White Rose Maths	<b>Mathematics</b> White Rose Maths	<b>Mathematics</b> White Rose Maths
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
		SOUTH AMERICA Focus on Brazil	Mountains, Volcanoes and Earthquakes		This is my UK
<b>History</b>	<b>History</b>	<b>History</b>	<b>History</b>	<b>History</b>	<b>History</b>
Ancient Greece	World War I Study of an aspect or theme beyond 1066.			Stone Age to the Bronze Age to the Iron Age	
<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
ANIMALS INCLUDING HUMANS	ANIMALS INCLUDING HUMANS	LIGHT	FORCES AND MAGNETS	ROCKS	PLANTS

<b>PE</b>	<b>PE</b>	<b>PE</b>	<b>PE</b>	<b>PE</b>	<b>PE</b>
Tag Rugby Swimming	Dance Swimming	Gymnastics Swimming	Hockey Swimming	Athletics Swimming	Tennis and Racquet skills Swimming
<b>Music</b>	<b>Music</b>	<b>Music</b>	<b>Music</b>	<b>Music</b>	<b>Music</b>
Harvest Charanga	Christmas Show War songs Charanga	Charanga	Easter Charanga	End of year Production-Snow White Charanga	End of year Production-Snow White Charanga
<b>ART</b> Sketchbook and Drawing skills	<b>ART</b> Printmaking	<b>ART</b> Sculpture using found materials	<b>ART</b> Painting and Clay	<b>ART</b> Sketchbook and Drawing skills	<b>ART</b> Arts week
<b>D &amp; T</b>	<b>D &amp; T</b> Textiles 2D shape to 3D product	<b>D &amp; T</b> Electrical systems Simple circuits and switches including programming and control	<b>D &amp; T</b> Mechanical systems Pneumatics	<b>D &amp; T</b>	<b>D &amp; T</b>

COMPUTING	COMPUTING	COMPUTING	COMPUTING	COMPUTING	COMPUTING
NCC Scheme of work Unit 4.2 Creating media- Audio editing	NCC Scheme of work Unit 4.3 Creating media- Photo editing	NCC Scheme of work Unit 4.4 Data and information- Data logging	NCC Scheme of work Unit 4.1 Computing systems and networks-The internet	NCC Scheme of work Unit 4.5 Programming A- Repetition in shapes	NCC Scheme of work Unit 4.6 Programming B- Repetition in games
PSHE See separate curriculum	PSHE See separate curriculum	PSHE See separate curriculum	PSHE See separate curriculum	PSHE See separate curriculum	PSHE See separate curriculum
R.E. HINDUSIM L2.7 What does it mean to be a Hindu in Britain today? Core	R.E. INCARNATION (UC) What is the Trinity? Core	R.E. PEOPLE OF GOD (UC) What is it like to follow God?	R.E. SALVATION (UC) Why do Christians call the day Jesus died Good Friday?	R.E. KINGDOM OF GOD (UC) L2.6 When Jesus left what next?	R.E. L2.10 How and why do believers show their commitments during the journey of life?
French Animals Classroom instructions A French poem How to use a French bilingual dictionary Parts of the body Introduction to the negative	French Colours Adjectival agreements Food Opinions about food Goldilocks story Christmas: the snowman	French <i>Je voudrais</i> with food Phonemes <b>e</b> and <b>an</b> Numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day ( <i>poisson d'avril</i> )	French Dates and birthdays Personal descriptions (hair and eye colour) The third person (verbs) Phonemes <b>r</b> and <b>ch</b>	French Family vocabulary Possessive adjectives ( <i>mon, ma, mes</i> ) Phoneme <b>eu</b> Further dictionary skills Clothing vocabulary Revise adjectival agreements	French Memorise a short text (Talk4writing) Food, opinions, months, numbers and personal descriptions Assessments French food project

Visits/Visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors
Great North Museum	Queens Hall Theatre	Hindu Temple and Newcastle Mosque The Sill -National Park-Storytelling week Tom Mulholland		Killope Mine	

Year group	Unit title	Length of unit	Prior knowledge required
<b>Writing units -</b> Incorporating Reading, Writing, Grammar, Spelling and Vocabulary Building and a 'Reading for Pleasure' lesson			
Year 3	The BFG - Narrative Writing	20 lessons (4 weeks)	N / A
Year 3	Portia Spiders - Non-Chronological Report	20 lessons (4 weeks)	N / A
Year 3	The Man on the Moon - Narrative Writing	15 lessons (3 weeks)	N / A
Year 3	El Caminante - Narrative writing	20 lessons (4 weeks)	Y3 T1 grammatical knowledge
Year 3	Monster Pizza - Instructions	10 lessons (2 weeks)	Y3 T1 grammatical knowledge
Year 3	Healthy Food - Persuasive writing	10 lessons (2 weeks)	Y3 T1 grammatical knowledge
Year 3	The Day the Crayons Quit - Persuasive writing	15 lessons (3 weeks)	Y3 T1 grammatical knowledge
Year 3	Aladdin - Narrative Writing	20 lessons (4 weeks)	Y3 T2 grammatical knowledge
Year 3	The Happy Prince - Narrative writing	20 lessons (4 weeks)	Y3 T2 grammatical knowledge
Year 3	How Bees make Honey - Explanation writing	15 lessons (3 weeks)	Y3 T2 grammatical knowledge

<b>Reading units -</b>			
NB: text selection subject to change, pending copyright permission			
Year 3	Voices in the Park by Anthony Browne	5 lessons (1 week)	N / A
Year 3	Mulan	5 lessons (1 week)	N / A
Year 3	The Firework Maker's Daughter by Phillip Pullman	5 lessons (1 week)	N / A
Year 3	Deep Sea Creatures information texts	5 lessons (1 week)	N / A
Year 3	Walter Tull's Scrapbook by Michaela Morgan	5 lessons (1 week)	N / A
Year 3	Mischief Makers	5 lessons (1 week)	N / A
Grammar and Spelling are incorporated into the Reading and Writing units. However, these objectives can be pulled out in isolation where needed.			
<b>Grammar units</b>			
Year 3	Term 1: Sentence level objectives	5 lessons	Y2 grammatical knowledge
Year 3	Term 2: Word level objectives	5 lessons	Y3 T1 grammatical knowledge
Year 3	Term 3: Punctuation level objectives	5 lessons	Y3 T2 grammatical knowledge
<b>Spelling units</b>			
Year 3	Suffixes - past and present	4 lessons	N / A

	tense		
Year 3	Suffixes - plural	4 lessons	N /A
Year 3	Suffixes - y	2 lessons	N /A
Year 3	Suffixes - ly	2 lessons	N /A
Year 3	Suffixes -ful and -less	2 lessons	N /A
Year 3	Suffixes - er and -est	4 lessons	N /A
Year 3	Silent letters	2 lessons	N /A
Year 3	Prefixes	4 lessons	N /A
Year 3	Homophones and homonyms	4 lessons	N /A
Year 3	Compound words	2 lessons	N /A

Year group	Unit title	Length of unit	Prior knowledge required
<b>Writing units -</b> Incorporating Reading, Writing, Grammar, Spelling, Vocabulary Building and a 'Reading for Pleasure' lesson			
Year 4	Angler Fish - Non chronological report	20 lessons (4 weeks)	N /A
Year 4	The Robin - Narrative writing	20 lessons (4 weeks)	N /A
Year 4	A Christmas Carol - Narrative writing	15 lessons (3 weeks)	N /A
Year 4	John Lyons - Poetry	20 lessons (4 weeks)	Y4 T1 grammatical knowledge
Year 4	Chocolate Making - Explanation writing	20 lessons (4 weeks)	Y4 T1 grammatical knowledge
Year 4	The Borrowers - Narrative writing	15 lessons (2 weeks)	Y4 T1 grammatical knowledge



Year 4	The Jabberwocky - Narrative writing	20 lessons (4 weeks)	Y4 T2 grammatical knowledge
Year 4	Unit TBC (copyright denied for previous unit)- Journalistic writing	20 lessons (4 weeks)	Y4 T2 grammatical knowledge
Year 4	Whale Rider - Narrative writing	15 lessons (3 weeks)	Y4 T2 grammatical knowledge
<b>Reading units -</b> NB: text selection subject to change, pending copyright permission			
Year 4	The Suitcase Kid by Jacqueline Wilson	5 lessons (1 week)	N / A
Year 4	Mulan	5 lessons (1 week)	N / A
Year 4	I Was a Rat by Michael Morpurgo	5 lessons (1 week)	N / A
Year 4	Deep Sea Creatures	5 lessons (1 week)	N / A
Year 4	Walter Tull's Scrapbook by Micheaela Morgan	5 lessons (1 week)	N / A
Year 4	Tom's Midnight Garden by Philippa Pearce	5 lessons (1 week)	N / A
Grammar and Spelling are incorporated into the Reading and Writing units. However, these objectives can be pulled out in isolation where needed.			
<b>Grammar units</b>			
Year 4	Term 1: Sentence level objectives	5 lessons	Y3 grammatical knowledge
Year 4	Term 2: Word level objectives	5 lessons	Y4 T1 grammatical knowledge

Year 4	Term 3: Punctuation level objectives	5 lessons	Y4 T1 grammatical knowledge
<b>Spelling units</b>			
Year 4	Suffixes - Past and present tense	4 lessons	N / A
Year 4	Suffixes: -ate -en -ify -ise	2 lessons	N / A
Year 4	Suffixes: -tion -ity -ness	2 lessons	N / A
Year 4	Suffixes: - tion -cian -sion -ssion	2 lessons	N / A
Year 4	Suffixes: -ous	2 lessons	N / A
Year 4	Suffixes: -ial	2 lessons	N / A
Year 4	Suffixes: -al	2 lessons	N / A
Year 4	Suffixes: -ic	2 lessons	N / A
Year 4	Suffixes: -ary / -ery	2 lessons	N / A
Year 4	French-derived sounds - sh (ch) g (gue) k (que)	2 lessons	N / A
Year 4	Double consonants	2 lessons	N / A
Year 4	Compound words	2 lessons	N / A
Year 4	Homophones	2 lessons	N / A
Year 4	Suffixes:	2 lessons	N / A

	-ate -en -ify -ise		
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## English KS2 Specific Unit Breakdowns

Writing: The BFG, Narrative Writing, Year 3

The BFG Narrative outcome 1: The opening	
Lesson Number	Core Content
1	LO: To analyse an opening chapter.
2	LO: To investigate suffixes past and present tense
3	LO: To explore simple sentences
4	LO: To analyse the opening scene of The BFG.
5	LO: To develop rich understanding of words associated with night (dusk, eerie, nocturnal)
6	LO: To generate vocabulary to describe the characters and setting of the BFG.

7	LO: To practise and apply knowledge of suffixes past and present tense, including test
9	LO: To plan the first part of the opening.
8	LO: To write the first part of the opening.
10	LO: To plan the second part of the opening.
11	LO: To write the second part of the opening.
12	LO: To investigate suffixes more past and present tense
13	LO: To explore compound sentences
14	LO: To analyse the build-up scene of The BFG.
15	LO: To develop rich understanding of words associated with night (silvery, sleepless, twilight)
<b>The BFG Narrative outcome 2: The Build up</b>	
16	LO: To generate vocabulary for the build-up.
17	LO: To practise and apply knowledge of suffixes more past and present tense, including test
18	LO: To plan a suspense build-up.
19	LO: To write ambitious sentences for the build-up.
20	LO: To write a suspense build-up.

Writing: Portia Spiders, Non Chronological Report writing, Year 3

<b>Portia Spiders: Non chronological report</b>	
<b>Lesson Number</b>	<b>Core Content</b>
1.	LO: To explore text type and text type features
2.	LO: To investigate suffixes - plural
3.	LO: To revise compound sentences
4.	LO: To learn about the Portia spider and generate vocabulary
5.	LO: To develop rich understanding of words associated with the jungle
6.	LO: To write ENPs about the Portia Spider
7.	LO: To practise and apply knowledge of suffixes – plural including test
8.	LO: To plan a report (first section)
9.	LO: To write the opening
10.	LO: To write compound sentences about the Portia Spider

11.	LO: To write complex sentences about the Portia Spider
12.	LO: To investigate suffixes – more plurals
13.	LO: To explore subordinate clauses
14.	LO: To write the first section
15.	LO: To develop rich understanding of words associated with the jungle
16.	LO: To edit the first section
17.	LO: To practise and apply knowledge of suffixes – more plurals, including test
18.	LO: To plan a report (second section)
19.	LO: To write the second section
20.	LO: To write the closing

Writing: Man on the Moon, Narrative writing, Year 3

<b>Man on the moon: Narrative writing</b>	
<b>Lesson number</b>	<b>Core Content</b>
1.	LO: To develop initial responses to the film clip
2.	LO: To investigate – y suffix
3.	LO: To explore complex sentences
4.	LO: To describe two contrasting settings and characters
5.	LO: To develop rich understanding of words associated with sadness
6.	LO: To write the opening of Man on the Moon
7.	LO: To practise and apply knowledge of suffixes – y suffix including test

8.	LO: To develop show not tell to describe how characters are feeling
9.	LO: To plan the build up
10.	LO: To write compound sentences for the build up
11.	LO: To write the build up
12.	LO: To plan the climax
13.	LO: To write complex sentences for the climax
14.	LO: To write the climax
15.	Reading For Pleasure



Writing: Monster Pizza, Instruction writing, Year 3

<b>Monster Pizza: Instructional writing</b>	
<b>Lesson number</b>	<b>Core content</b>
1.	LO: To identify the features of instructions
2.	LO: To investigate suffixes: -er and -est suffixes
3.	LO: To explore 'being' verbs
4.	LO: To generate vocabulary for our monster pizza * (imperative verbs, ordering conjunctions, adverbs)
5.	LO: To develop rich understanding of words associated with disgusting food
6.	LO: To devise ingredients for our monster pizza
7.	LO: To practise and apply knowledge of suffixes: - er and -est suffixes,

	including test
8.	LO: To plan our monster pizza
9.	L O: To write the instructions for our monster pizza
10	LO: To write an invitation to our monster friends inviting them to our pizza party

Writing: Healthy Eating, Persuasive leaflet, Year 3

Healthy Eating: Persuasive leaflet	
Lesson number	Core content
1.	LO: To identify the features of information leaflets
2.	LO: To investigate suffixes - more -er and -est suffixes
3.	LO: To explore prepositions
4.	LO: To explore the vocabulary of information leaflets
5.	LO: To develop rich understanding of words associated with meals
6.	LO: To generate scientific vocabulary to use in our information leaflets
7.	LO: To practise and apply knowledge of suffixes - more - er and -est suffixes, including test
8.	LO: To write complex sentences about healthy food choices

9.	LO: To plan a healthy lunchbox
10	LO: To write an information leaflet about healthy lunchboxes

Writing: The Day the Crayons Quit, Persuasive writing, Year 3

The Day the Crayons Quit	
Lesson Number	Core content
1.	LO: To share the story
2.	LO: To investigate silent letters
3.	LO: To explore conjunctions
4.	LO: To explore the features of a persuasive letter
5.	LO: To develop rich understanding of words associated with negative emotions
6.	LO: To devise a character and describe how they are feeling

7.	LO: To practise and apply knowledge of silent letters, including test
8.	LO: To use complex sentences to express opinions and give reasons for them
9.	LO: To use commands and exaggeration to persuade
10.	LO: To plan a persuasive letter (paragraph 1)
11.	LO: To write a persuasive letter (paragraph 2)
12.	LO: To plan a persuasive letter (paragraph 1)
13.	LO: To write a persuasive letter (paragraph 2)
14.	LO: To write a persuasive letter (Free Write)
15.	LO: Reading for pleasure

Writing: How Bees Make Honey, Explanation writing, Year 3

How Bees Make Honey	
Lesson number	Core content
1.	LO: To identify the features of an explanation text
2.	LO: To investigate compound words
3.	LO: To explore using apostrophes for plural possession
4.	LO: To understand and sequence how bees make honey.
5.	LO: To develop rich understanding of words associated with trying hard
6.	LO: To link ideas with causal conjunctions/LO: To generate vocabulary.
7.	LO: To practise and apply knowledge of compound words, including test
8.	LO: To orally explain how bees make honey

9.	LO: To plan an explanation text
10.	LO: To orally practice and write complex and compound sentences.
11.	LO: To write the introduction to an explanation text.
12.	L.O. To write the first section of an explanation text
13.	LO: To edit an explanation text
14.	LO: To write the second section of an explanation text
15.	Reading for Pleasure

Writing: The Anglerfish, Non Chronological Report Year 4

The Anglerfish 1 - NCR	
Lesson number	Core content
1	L.O: To explore text type and text type features
2	L.O: To investigate suffixes - past and present tense
3	L.O: To explore simple and compound sentences
4	L.O: To learn about the anglerfish and generate vocabulary
5	L.O: To develop rich understanding of words associated with water

6	L.O: To write a variety of ENPs about the anglerfish
7	L.O: To practise and apply knowledge of suffixes - past and present tense, including test
9	L.O: To plan a report (first section)
8	L.O: To write the opening
10	L.O: To write compound sentences about the anglerfish
<b>The Anglerfish 1 - NCR 2</b>	
11	L.O: To write complex sentences about anglerfish.
12	L.O: To investigate suffixes - more past and present tense
13	L.O: To revise our understanding of simple and compound sentences
14	L.O: To write the first section
15	L.O: To develop rich understanding of words associated with being wet
16	L.O: To edit the first section
17	L.O: to practise and apply knowledge of suffixes - more past and present tense, including test
18	L.O: To plan a report (second section)

19	L.O: To write the second section
20	L.O: To write the closing



## Writing: A Christmas Carol, Narrative, Year 4

A Christmas Carol: Narrative	
Lesson Number	Core Content
1.	LO: To analyse a visual clip
2.	LO: To investigate suffixes: -tion, -cian, -sion, ssion
3.	LO: To develop our understanding of simple, compound and complex sentences
4.	LO: To generate vocabulary to describe the setting
5.	LO: To develop rich understanding of words associated with anger
6.	LO: To generate vocabulary to describe a character
7.	LO: To practise and apply knowledge of suffixes: tion, -cian, -sion, -ssion
8.	LO: To practise writing speech
9.	LO To plan the opening
10.	LO: To write the opening
11.	LO: To generate vocabulary for the build up
12.	LO: To practise writing fronted adverbials
13.	LO: To plan the build up

14.	LO: To write the build up
15.	Reading for Pleasure

Writing: The Borrowers, Narrative writing, Year 4

<b>The Borrowers: Narrative 1 The Opening</b>	
<b>Lesson number</b>	<b>Core Content</b>
1	L.O: To develop an understanding of key characters.
2.	L.O: To investigate suffixes: -ary/-ery
3.	L.O: To revise our knowledge of word class
4.	L.O: To generate vocabulary for a character description.
5.	L.O To develop rich understanding of words associated with large objects
6.	L.O: To analyse and interpret the setting description from an extract.
7.	L.O: To practise and apply knowledge of suffixes –ary/-ery
8.	L.O: To plan the opening.
9.	L.O: To write the opening.
10.	L.O: To practise speech with punctuation.
<b>The Borrowers: Narrative 2 The Build-Up</b>	
11.	L.O: To generate vocabulary for the build-up.
12.	L.O: To plan the build-up.

13.	L.O: To write the build-up.
14.	L.O: To analyse the climax and resolution.
15.	Reading for Pleasure

## Writing: The Jabberwocky, Narrative Year 4

The Jabberwocky, Narrative 1: Opening	
Lesson number	Core content
1	LO: To engage with the poem
2	LO: To investigate French-derived sounds: sh (ch) g (gue) k (que)
3	LO: To explore the functions of apostrophes
4	LO: To generate vocabulary to describe the setting and characters
5	LO: To develop rich understanding of words associated with stormy weather
6	LO: To write the opening (verse 1)
7	LO: To practise and apply knowledge of French-derived sounds: sh (ch) g (gue) k (que), including test
9	LO: To practise writing speech first
8	LO: To plan the opening of Jabberwocky (verse 2)

10	LO: To write the opening of Jabberwocky (verse 2)
<b>The Jabberwocky, Narrative 2: Climax</b>	
11	LO: To analyse the build up
12	LO: To investigate double consonants
13	LO: To explore punctuating speech first
14	LO: To generate vocabulary for the climax
15	LO: To develop rich understanding of words associated with being confident
16	LO: To plan the climax
17	LO: To practise and apply knowledge of double consonants, including test
18	LO: To write the climax
19	LO: To edit the climax
20	LO: To analyse the ending

**GEOGRAPHY****AUTUMN 1<sup>ST</sup> TERM**

Unit	PART A: Mountains, Volcanoes and Earthquakes	
Lesson Number	Lesson question	Pupils will learn
1	What is the earth made of?	<ul style="list-style-type: none"> <li>• Examine the structure of the earth and what the earth is made of</li> <li>• Explore where volcanoes and earthquakes occur and why</li> </ul>
2	What are fold mountains?	<ul style="list-style-type: none"> <li>• Articulate what mountain ranges are</li> <li>• Explain what fold mountains are</li> <li>• Describe how fold mountains form</li> </ul>
3	How are volcanoes made?	<ul style="list-style-type: none"> <li>• Understand what volcanoes are</li> <li>• Examine how volcanoes vary</li> <li>• Explain what stratovolcanoes are</li> </ul>
4	How does an earthquake occur?	<ul style="list-style-type: none"> <li>• Grasp how tectonic plates move</li> <li>• Explain what an earthquake is</li> <li>• Investigate how an earthquake occurs</li> </ul>
5	What happens when a volcano erupts?	<ul style="list-style-type: none"> <li>• Investigate a volcanic eruption case study: Fuego Volcano, Guatemala 2018: effects and responses</li> <li>• Explore why some people choose to live near a volcano</li> </ul>
6	What happens when an earthquake occurs?	<ul style="list-style-type: none"> <li>• Investigate an earthquake case study: Tohoku, Japan 2011: effects and responses</li> <li>• Explore what a tsunami is</li> </ul>

7	How can we protect against earthquakes?	<ul style="list-style-type: none"><li>● Examine the measures that cities across the world have taken to protect people and buildings from earthquakes.</li></ul>
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Unit	PART B: Building Locational Knowledge – Europe	
1	What are the countries of Europe?	<ul style="list-style-type: none"><li>● Identify Europe on a world map</li><li>● Identify the location of the United Kingdom</li><li>● Explore other countries in Europe</li></ul>
2	What are Europe's physical features?	<ul style="list-style-type: none"><li>● Identify the environmental regions of Europe</li><li>● Explore the physical features of two contrasting European regions</li></ul>
3	What are some of Europe's most important human characteristics?	<ul style="list-style-type: none"><li>● Identify Europe's major cities</li><li>● Explore where people in Europe live</li><li>● Identify where Europe's natural resources are located</li></ul>



**SPRING 1ST**

Unit	PART A: Water, Weather and Climate	
Lesson Number	Lesson question	Pupils will learn
1	Where is the Earth's water?	<ul style="list-style-type: none"><li>● Review where Earth's water is found</li><li>● Articulate how water moves</li><li>● Explain what the water cycle is</li></ul>
2	What makes up the weather?	<ul style="list-style-type: none"><li>● Set out what the weather is made of</li><li>● Differentiate between weather and climate</li><li>● read a weather forecast</li></ul>
3	Why does it rain?	<ul style="list-style-type: none"><li>● Explain what causes rain to form</li><li>● Review how mountains help cause rain</li><li>● Explore what a rain shadow is</li></ul>
4	Why does the UK have wild weather?	<ul style="list-style-type: none"><li>● Understand why the UK's weather can change daily</li><li>● Articulate what an air mass is</li><li>● Examine how the characteristics of the air mass affect the weather</li></ul>
5	Why are there different seasons?	<ul style="list-style-type: none"><li>● Explain how the Sun sustains life on Earth</li><li>● Review how the tilt of the Earth creates the seasons</li><li>● Explore how the seasons are different in the different hemispheres</li></ul>
6	What is the weather like around the world?	<ul style="list-style-type: none"><li>● Examine how climate differs in different parts of the world</li><li>● Explain the ways in which the weather differs</li></ul>

7	Why is the world's weather changing?	<ul style="list-style-type: none"><li>● Explore why the climate is changing</li><li>● Examine How climate change is affecting the Earth</li></ul>
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<b>Unit</b>	<b>PART B: Building Locational Knowledge – North America</b>	
1	What are North America's countries and physical features?	<ul style="list-style-type: none"><li>● Identify North America on a world map</li><li>● Identify the different countries of North America</li><li>● Identify the environmental regions of North America</li><li>● Explore the physical features of two contrasting North American regions</li></ul>
2	What are some of North America's most important human characteristics?	<ul style="list-style-type: none"><li>● Identify North America's major cities</li><li>● Explore economic activity on the continent</li><li>● Identify where North America's natural resources are located</li></ul>
3	What is North America's climate?	<ul style="list-style-type: none"><li>● Explore the climate in two regions of North America</li><li>● Identify the physical and human impact of their climate</li></ul>

**SUMMER 1ST**

Unit	Rivers	
Lesson Number	Lesson question	Pupils will learn
1	Where are the world's rivers?	<ul style="list-style-type: none"><li>• What a river is</li><li>• Where the world's rivers are</li><li>• Examples of famous rivers and why they are important</li></ul>
2	How do rivers shape the land?	<ul style="list-style-type: none"><li>• What the four types of erosion are</li><li>• What the four types of transportation are</li><li>• What deposition is</li></ul>
3	What landforms can a river create? (I)	<ul style="list-style-type: none"><li>• What a landform is</li><li>• What V-shaped valleys and interlocking spurs are</li><li>• How V-shaped valleys and interlocking spurs form</li></ul>
4	What landforms can a river create? (II)	<ul style="list-style-type: none"><li>• What a meander is</li><li>• How a meander forms</li><li>• How an oxbow lake forms</li></ul>
5	Why are rivers important to people?	<ul style="list-style-type: none"><li>• Why people like living near rivers</li><li>• Why the Volga River is important for people</li><li>• Why the Amazon River is important for people</li></ul>
6	What happens when a river floods?	<ul style="list-style-type: none"><li>• What a flood is</li></ul>

		<ul style="list-style-type: none"><li>• Why rivers flood</li><li>• How a flood can bring positive and negative impact</li></ul>
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## HISTORY

### AUTUMN 2<sup>ND</sup>

Unit	Prehistoric Britain	
Lesson Number	Lesson question	Pupils will learn
1	How do we know about life in the Stone Age?	<ul style="list-style-type: none"> <li>• The age of the Earth and when life began.</li> <li>• How scientists, paleontologists, archaeologists and historians learn about this period.</li> <li>• How people left Africa and migrated across the world, eventually into the UK.</li> </ul>
2	Which animals lived during the Stone Age?	<ul style="list-style-type: none"> <li>• The difference between extant and extinct.</li> <li>• Animals in the UK during the ice age that have since become extinct</li> <li>• Animals in the UK during the ice age that are extant and still present</li> <li>• How historians disagree about how some major mammals became extinct (woolly mammoth)</li> </ul>
3	What were the different periods in the Stone Age?	<ul style="list-style-type: none"> <li>• Features of, and developments within, the palaeolithic era</li> <li>• Features of, and developments within, the mesolithic era</li> <li>• Features of, and developments within, the neolithic era</li> <li>• The development of tools</li> </ul>
4	What are the similarities and differences between Stone Age periods	<ul style="list-style-type: none"> <li>• Similarities and differences between the periods</li> <li>• Theories around the development of language</li> </ul>
5	What can artefacts from the Stone Age tell us about how people lived	<ul style="list-style-type: none"> <li>• An analysis of a variety of artefacts to generate questions</li> <li>• Make inferences about how people lived</li> </ul>

	during the different periods?	
6	What was life like in a Stone Age settlement?	<ul style="list-style-type: none"><li>• What a nomadic life-style was.</li><li>• The impact on people of building permanent homes.</li><li>• A case study of Skara Brae</li></ul>
7	How did farming change how humans lived?	<ul style="list-style-type: none"><li>• How people began setting up farms</li><li>• What was farmed</li><li>• The monuments that were built</li></ul>
8	How did the bronze age change how humans lived?	<ul style="list-style-type: none"><li>• How bronze is made.</li><li>• Who were the Beaker People.</li></ul>
9	Who were the Celts, and why did they use Iron?	<ul style="list-style-type: none"><li>• How Celtic people spread throughout Britain</li><li>• Life an Iron Age fort</li></ul>
10	What do monuments and artefacts tell us about the Prehistoric period?	<ul style="list-style-type: none"><li>• Different ways we learn about the period</li><li>• What can be learnt from artefacts and monuments from the Stone Age, Bronze Age &amp; Iron Age</li></ul>

**SPRING 2<sup>ND</sup>**

<b>Unit</b>	<b>Shang Dynasty</b>	
<b>Lesson Number</b>	<b>Lesson question</b>	<b>Pupils will learn</b>
<b>1</b>	<b>How do we know about the Shang Dynasty?</b>	<ul style="list-style-type: none"><li>• When the Shang Dynasty existed.</li><li>• Where the Shang Dynasty was.</li></ul>
<b>2</b>	<b>How did the Shang Dynasty begin?</b>	<ul style="list-style-type: none"><li>• Who the first leader of the Shang was.</li><li>• How the Shang civilisation was</li></ul>
<b>3</b>	<b>What was life like for people living in the Shang Dynasty?</b>	<ul style="list-style-type: none"><li>• The social order of the Shang, including the nobility and the peasantry</li><li>• How life was different for rich and poor people.</li></ul>
<b>4</b>	<b>What did the Shang people believe?</b>	<ul style="list-style-type: none"><li>• The religions of the Shang people.</li><li>• The importance of ancestors to the Shang people.</li><li>• What the 'Mandate of Heaven' is.</li></ul>
<b>5</b>	<b>How were Shang people's beliefs similar and different to other peoples at this time?</b>	<ul style="list-style-type: none"><li>• Place Shang religion in the context of the other world religions</li><li>• Explore the concept of polytheistic religions and compare to the religions of other early civilisations</li></ul>
<b>6</b>	<b>Who was Fu Hao?</b>	<ul style="list-style-type: none"><li>• The role that Fu Hao played in the Shang Dynasty.</li><li>• What we can learn from a tomb.</li></ul>

<b>7</b>	<b>How did the Shang Dynasty end?</b>	<ul style="list-style-type: none"> <li>• The achievements of the Shang Dynasty.</li> <li>• The role of King Zhou in the end of the Shang Dynasty.</li> </ul>
<b>8</b>	<b>How do empires collapse?</b>	<ul style="list-style-type: none"> <li>• Features of empire, including centralised rule</li> </ul>
<b>9</b>	<b>What were the great accomplishments of the Shang Dynasty?</b>	<ul style="list-style-type: none"> <li>• The development of bronze and crafting composite tools and weapons, including chariots</li> <li>• The importance of weaponry in maintaining and defending an empire.</li> <li>• Early scientific and astronomical discoveries, including charting the constellations and measuring a year</li> <li>• Early writing systems, similarities and differences with modern Chinese writing.</li> </ul>
<b>10</b>	<b>What do we know about life during the Shang dynasty?</b>	<ul style="list-style-type: none"> <li>• Artefacts that tell us about life in Shang Dynasty</li> <li>• Insights that can be drawn from these</li> </ul>

**SUMMER 2<sup>ND</sup>**

<b>Unit</b>	<b>Roman Britain</b>	
<b>Lesson Number</b>	<b>Lesson question</b>	<b>Pupils will learn</b>
<b>1</b>	<b>How did the Roman Empire become so powerful?</b>	<ul style="list-style-type: none"> <li>• How Rome began</li> <li>• How Rome became a Republic</li> <li>• The Punic wars</li> <li>• Julius Caesar and dictatorship</li> </ul>
<b>2</b>	<b>Who was Julius Caesar?</b>	<ul style="list-style-type: none"> <li>• He was a renowned general, politician and scholar in ancient Rome.</li> </ul>



		<ul style="list-style-type: none"> <li>● He conquered the vast region of Gaul and helped initiate the end of the Roman Republic when he became dictator of the Roman Empire.</li> </ul>
<b>3</b>	<b>What was Britain like before the Romans?</b>	<ul style="list-style-type: none"> <li>● What life in Britain was like in 43 CE</li> <li>● How we know about life in Britain before the Romans</li> </ul>
<b>4</b>	<b>How did the Romans conquer Britain?</b>	<ul style="list-style-type: none"> <li>● The difference between the Roman and Celtic armies</li> <li>● How the Romans built up new towns and cities</li> </ul>
<b>5</b>	<b>Why did Boudicca lead a revolt against the Romans?</b>	<ul style="list-style-type: none"> <li>● The Iceni tribe under Prasutagus</li> <li>● What happened when Prasutagus died</li> <li>● How Boudicca defeated the Romans in several battles</li> </ul>
<b>6</b>	<b>How did the Romans change Britain?</b>	<ul style="list-style-type: none"> <li>● Roman towns, cities and buildings</li> <li>● Roman roads</li> <li>● Government and taxes</li> <li>● Roman plumbing and sewage</li> </ul>
<b>7</b>	<b>What did the Romans believe?</b>	<ul style="list-style-type: none"> <li>● Paganism in Britain</li> <li>● Roman Gods</li> <li>● The Emperor</li> <li>● Constantine's dream • Christianity in Britain</li> </ul>
<b>8</b>	<b>How were Roman beliefs similar to those of the Ancient Greeks</b>	<ul style="list-style-type: none"> <li>● Similarities in beliefs – polytheistic, same Gods</li> <li>● The huge influence of Ancient Greece on Rome</li> </ul>
<b>9</b>	<b>Why did the Romans leave Britain?</b>	<ul style="list-style-type: none"> <li>● The collapse of the Roman Empire</li> <li>● How the empire had become too big to support itself</li> <li>● The Vandals, Huns, Visigoths and Goths</li> </ul>
<b>10</b>	<b>In what ways did life in Britain remain</b>	<ul style="list-style-type: none"> <li>● Importance of concept of continuity rather than change</li> </ul>

	<b>the same after the Roman invasion?</b>	<ul style="list-style-type: none"><li>• Scope of lives of most people very small and would not have changed</li><li>• Identifying aspects of life which did change and who it changed for</li></ul>
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Unit	Building Locational Knowledge – the United Kingdom	
1	What is the geography of Scotland?	<ul style="list-style-type: none"><li>• Locate Scotland on a map of the United Kingdom and identify cities and regions</li><li>• Identify important physical characteristics of the country</li><li>• Describe land use in Scotland</li></ul>
2	What is the geography of Wales?	<ul style="list-style-type: none"><li>• Locate Wales on a map of the United Kingdom and identify cities and regions</li><li>• Identify important physical characteristics of the country</li><li>• Explore how land use and physical features are different to Scotland.</li></ul>
3	What is the geography of Northern Ireland?	<ul style="list-style-type: none"><li>• Locate Northern Ireland on a map of the United Kingdom and identify cities and regions</li><li>• Identify important physical characteristics of the country</li><li>• Explore how land use and physical features are different to Wales.</li></ul>
4	What is the geography of England?	<ul style="list-style-type: none"><li>• Locate England on a map of the United Kingdom and identify cities and regions</li><li>• Identify important physical characteristics of the country</li><li>• Explore how land use and physical features are different to Northern Ireland.</li></ul>

**MUSIC**

<b>Year 3</b>	<b>Developing Pulse</b> Exploring time signatures	<b>Exploring Sound Sources</b> Body percussion	<b>Developing Rhythm</b> Improvising rhythm patterns and read rhythmic notation	<b>Developing Pitch</b> <i>The Pentatonic scale (5-notes)</i>	<b>Repetition and Contrast</b> <i>Simple structures used to organise musical sound</i>	<b>Non-musical stimulus- poetry</b> <i>Exploring how sounds can be combined and used expressively</i>
<b>Year 4</b>	<b>Developing Pulse</b> Exploring time signatures	<b>Exploring Sound Sources</b> Exploring percussion	<b>Developing Rhythm</b> Improvising rhythm patterns and read rhythmic notation	<b>Developing Pitch</b> <i>The Octave Scale Melodies</i>	<b>Repetition and Contrast</b> <i>Simple structures used to organise musical sound</i>	<b>Non-musical stimulus Visual</b> <i>Exploring how sounds can be combined and used expressively</i>