



CURRICULUM PLAN – KEY STAGE 2

	Term 1	Term 2	Term 3
Year 3	<p><b>Who was Tutankhamun?</b></p> <ul style="list-style-type: none"> <li>• H – the achievements of the earliest civilizations – an overview of where &amp; when the first civilizations appeared &amp; a depth study of Ancient Egypt</li> <li>• G – locate the world’s countries, using maps to focus on Europe and N/S America, concentrating on their environmental regions, key physical/human characteristics, countries, major cities</li> </ul> <p>S–Light Forces &amp; Magnets</p>	<p><b>What in the world are you made of?</b></p> <ul style="list-style-type: none"> <li>• S – Animals, including humans</li> <li>• Health, nutrition, skeleton, muscles</li> <li>• G – identify the position &amp; significance of latitude, longitude, Equator, N/S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic circle</li> <li>• G – Describe &amp; understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes &amp; the water cycle</li> </ul>	<p><b>Who were the real Croods?</b></p> <ul style="list-style-type: none"> <li>• S – Rocks</li> <li>• Plants</li> <li>• H -Changes in Britain from the Stone Age to the Iron Age</li> <li>• Bushcraft residential – fossil search</li> </ul>
Year 4	<p><b>What did the Romans ever do for us?</b></p> <ul style="list-style-type: none"> <li>• H – 2 units: The Roman Empire and its impact on us; a local history study</li> <li>• G – locate the world’s countries, using maps to focus on Europe and N/S America, concentrating on their environmental regions, key physical/human characteristics, countries, major cities</li> </ul> <ul style="list-style-type: none"> <li>• S - States of matter Animals, including humans</li> </ul>	<p><b>What is great about Britain?</b></p> <ul style="list-style-type: none"> <li>• H – Britain’s settlement by Anglo-Saxons and Scots</li> <li>• G – name &amp; locate counties/cities of the UK, geographical regions &amp; their identifying human &amp; physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• G – Understand geographical similarities/differences through a study of human and physical geography of a region of the UK and a region within N/S America</li> <li>• S – Electricity (&amp; inventors); Sound (Britpop music/composers)</li> </ul>	<p><b>What lives in Marshall’s Arm?</b></p> <ul style="list-style-type: none"> <li>• S – Living things &amp; their habitats</li> <li>• G – compare geographical similarities and differences with a region in a European country (Alps?)</li> <li>• Human geography , including: types of settlement and land use, economic activity including trade links and the distribution of natural resources inc. food, energy, minerals, water</li> <li>• G - Use the 8 points of a compass, four and six figure grid references, symbols and key (inc. Ordnance survey maps) to build knowledge of UK and wider world</li> <li>• Use fieldwork to observe, measure, record &amp; present features in local area</li> <li>• Pettypool residential</li> </ul>

Year 5	<p style="text-align: center;"><b><i>Is it right to invade?</i></b></p> <ul style="list-style-type: none"> <li>• H – The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• S – Properties &amp; changes of materials</li> <li>• G - identify the position &amp; significance of latitude, longitude, Equator, N/S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic circle, the Prime/Greenwich meridian &amp; time zones (inc. day and night)</li> </ul>	<p style="text-align: center;"><b><i>What goes up must come down</i></b></p> <ul style="list-style-type: none"> <li>• S - Forces</li> <li>• Earth and Space</li> <li>• G – Describe &amp; understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains &amp; the water cycle</li> <li>• Human geography , including: types of settlement and land use, economic activity including trade links and the distribution of natural resources inc. food, energy, minerals, water</li> <li>• Use the 8 points of a compass, four and six figure grid references, symbols and key (inc. Ordnance survey maps) to build knowledge of UK and wider world</li> <li>• Lakeside residential</li> </ul>	<p style="text-align: center;"><b><i>Could I be a Superhero?</i></b></p> <ul style="list-style-type: none"> <li>• H – Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• S – Living things and their habitats</li> <li>• Animals, including humans</li> <li>• G – compare geographical similarities and differences with a region in a European country (Greece)</li> <li>•</li> </ul>
Year 6	<p style="text-align: center;"><b><i>War: Friend or Foe?</i></b></p> <ul style="list-style-type: none"> <li>• H – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (War/conflict – WW1, WW2, Falklands, Afghanistan...)</li> <li>• S – Light; Electricity</li> </ul>	<p style="text-align: center;"><b><i>Could you survive in a Rainforest?</i></b></p> <ul style="list-style-type: none"> <li>• S – Living things &amp; Habitats; Evolution &amp; Inheritance</li> <li>• G – locate the world's countries, using maps to focus on Europe (inc. location of Russia) and North/South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Understand geographical similarities &amp; differences through the study of human and physical geography of a region in South America</li> <li>• H – a non-European society that provides contrasts with British history (Mayan civilization c. AD 900)</li> </ul>	<p style="text-align: center;"><b><i>Could you be the next Apprentice?</i></b></p> <ul style="list-style-type: none"> <li>• G – name &amp; locate counties/cities of the UK, geographical regions &amp; their identifying human &amp; physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• Use maps, atlases, globes &amp; digital/computer mapping to locate countries &amp; describe features studied</li> <li>• London residential</li> <li>• S – Animals, including humans</li> </ul>