



CURRICULUM THEME OVERVIEW

	Theme 1	Theme 2	Theme 3	Theme 4
YEAR 1 / 2 YEAR A GEOGRAPHY / HISTORY	Flickering Flames and Rascal Rats Significant events beyond living memory (Trip – Staircase House) Link to Geography fieldwork skills	Passport to Pakistan Geographical similarities and differences – area of the UK and area of Pakistan <i>Understand geographical similarities and differences through studying human and physical geography of a small area of the UK and a small area in a contrasting non-European country</i>	To Infinity and Beyond! Significant individuals in the past Name and locate the world's seven continents and five oceans Identify the location of hot and cold areas of the world	
SCIENCE – A	Plants (Taught over year for changing seasons) (From Y1 NC) Pupils should be taught to: <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the <u>basic structure</u> of a variety of common flowering plants, including trees 			
	Humans and Senses (from Animals including Humans Y1 NC)	Animals, including humans (Y1 NC) (common animals / diet / structure of common animals) <i>David Attenborough</i>	Animals including humans (Y2 NC) (human offspring, survival needs, exercise, food types, hygiene) <i>Charles Darwin</i>	Living things and their habitats (Y2 NC) Differences between things Habitats / interdependence Naming plants and animals Micro habitats Food chains Sources of food
D.T – A	Structure - Winding Mechanism		Food – Where does food come from? (text – 'Today the world came to my place')	
YEAR 1 / 2 YEAR B GEOGRAPHY / HISTORY Identify Seasonal and daily weather patterns in UK (throughout yr)	Where Can Our Wellies Take Us? Local geography Countries and capitals of the UK <i>Name, Locate and identify characteristics of</i>	Once Upon a Toy Story Changes in living memory – toys, shops, clothes, transport, houses	Hats off to Stockport Significant historical events, people and places in the locality (Trip – Hat Museum) <i>Key human and physical features of</i>	



	<i>the 4 countries and capital cities of the UK and its surrounding seas</i>		<i>surrounding environment</i> <i>Skills – maps, aerial photographs</i>	
SCIENCE – B	Seasonal changes taught over the year (From Y1 NC) Pupils should be taught to: <ul style="list-style-type: none"> - observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies 			
	Plants (Y2 NC) How seeds and bulbs grow, what plants need to grow and stay healthy)	Everyday Materials (NC yr1) Distinguish between material and object Identify and name everyday materials Describe properties of materials Compare and group materials by properties	Uses of Everyday Materials (NC yr2) Identify suitability of materials for particular uses Find out how shapes of objects can be changes by forces	Extended seasonal change investigation – weather (Y1) and plant investigations (Y2) Working scientifically linked to weather changes and patterns Working scientifically to set up comparative tests to show how plants can grow healthily.
D.T – B	Food – growing and eating	Textile - Puppets	Structure – Make and Design Hats	



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<p>YEAR 3 / 4</p> <p>YEAR A GEOGRAPHY / HISTORY GLOBAL</p> <p>Ongoing Geog skills Skills – maps, atlases, globes and digital / computer mapping to locate countries and describe features settled.</p> <p>Use 8 points of compass, 4 figure grid references, symbols, keys.</p> <p>Use fieldwork to observe, measure, record and present human and physical features including sketch maps, plans, graphs and digital technologies.</p>	<p>Ancient Civilisations The achievements of 4 early civilisations and in-depth study of one.</p> <p><i>Similarities and differences, contrasts, trends</i> <i>In-depth study of Indus Valley</i></p>	<p>Location, Location, Location Locate the worlds' countries using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics (trade / food / natural resources / energy and minerals - briefly), countries and major cities.</p> <p>Understand geographical similarities and differences through a study of human and physical geography of a region of the UK and a region of a European country - Athens)</p> <p><i>The water cycle</i></p>	<p>Groovy Greeks A study of Ancient Greek life</p>	
<p>SCIENCE – A</p>	<p>SOUND NC Y4 (5WEEKS) LIGHT NC Y3 (4 WEEKS)</p> <p><i>A Bell</i></p>	<p>Electricity (NC Y4) 6 weeks Forces and Magnets (NC Y3) 3 weeks</p> <p>Newton Volta</p>	<p>ANIMALS AND HUMANS NC Y3</p> <p>Vets, doctors, x rays</p>	<p>LIVING THINGS AND THEIR HABITATS NC Y4</p> <p>Jane Goodall</p>
<p>D.T – A <i>Apply their understanding</i></p>	<p>Structure –</p>	<p>Structure –</p>	<p>Food – Greek</p>	



<p><i>of computing to program, monitor and control their products (taught through Computing)</i></p>	<p>wheeled vehicle</p>	<p>electrical circuits</p>	<p>salad and British salad</p>	
<p>YEAR 3 / 4</p> <p>YEAR B GEOGRAPHY / HISTORY</p> <p>LOCAL</p> <p>Ongoing Geog skills Skills – maps, atlases, globes and digital / computer mapping to locate countries and describe features settled.</p> <p>Use 8 points of compass, 4 figure grid references, symbols, keys.</p> <p>Use fieldwork to observe, measure, record and present human and physical features including sketch maps, plans, graphs and digital technologies.</p>	<p>Rock, Paper, Scissors</p> <p>Stone Age to Iron Age</p> <p><i>Settlements and Land use patterns in the UK, and changes over time (only up to Iron Age).</i></p>	<p>River Deep, Mountain High!</p> <p>UK Geography</p> <p><i>Name and locate topographical features in the UK (hills and mountains only), geographical regions in the UK, human and physical characteristics.</i></p>	<p>Roman Raiders</p> <p>The Roman Empire and its impact on Britain</p>	
<p>SCIENCE – B</p>	<p>Rocks (NC yr 3) 7 weeks</p> <p>STATES OF MATTER (NC Y4) 2 WEEKS</p> <p>Mary Anning</p>	<p>States of Matter (NCyr4) including the water cycle</p>	<p>ANIMALS AND HUMANS</p> <p>NC Y4 7 weeks</p>	<p>PLANTS (NC Y3)</p>
<p>D.T – B</p> <p><i>Apply their understanding of computing to program, monitor and control their products (taught through Computing)</i></p>	<p>Structure – necklaces (using natural materials and tools to shape clay)</p>	<p>Food – seasonality and where food comes from</p>	<p>Textile – Roman weaving (Art focus)</p>	



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<p>YEAR 5 / 6</p> <p>YEAR A GEOGRAPHY / HISTORY</p> <p>Ongoing Geog skills Skills – maps, atlases, globes and digital / computer mapping to locate countries and describe features settled.</p> <p>Use 8 points of compass, 6 figure grid references, symbols, keys.</p> <p>Use fieldwork to observe, measure, record and present human and physical features including sketch maps, plans, graphs and digital technologies.</p>	<p>War!</p> <p>Study of an aspect of British History beyond 1066 (comparative study – the impact of wars on Stockport)</p> <p><i>(A significant turning point in British History, changes in an aspect of social history)</i></p> <p><i>A local History study (a depth study linked to the study listed above, a study over time tracing how several aspects of national history are reflected in the locality)</i></p> <p>Local Geography fieldwork</p>		<p>Samba Special</p> <p>Locate the world's countries, in South America, concentrating on environmental regions, key physical and human characteristics (trade / food / natural resources / energy and minerals – briefly), countries and major cities.</p> <p>http://www.nhm.ac.uk/nature-online/science-of-natural-history/expeditions-collecting/beagle-voyage/</p> <p><i>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, tropics of cancer and Capricorn, Arctic and Antarctic.</i></p> <p><i>Climate zones, biomes and vegetation belts.</i></p>	
SCIENCE – A	PROPERTIES AND CHANGES OF MATERIALS (NC Y5)	<p>Edwin Hubble Earth and Space (6 weeks)</p> <p><i>Tim Peake</i></p> <p><i>Steven Hawking</i></p>	<p>LIVING THINGS AND THEIR HABITATS (NC Y5)</p> <p>ANIMALS AND HUMANS (NC Y5)</p> <p>Describing change of humans life cycle</p> <p>*Puberty element to be taught end of Y5 / 6 through PSHE</p> <p>EVOLUTION AND INHERITANCE (NC Y6)</p>	LIVING THINGS AND THEIR HABITATS (NC Y6)
<p>D.T – A</p> <p><i>Apply their understanding of computing to program, monitor and control their products (taught through Computing)</i></p>	Textile		Food – Healthy, seasonal food	
<p>YEAR 5 / 6</p> <p>YEAR B GEOGRAPHY / HISTORY</p>	<p>Space Invaders</p> <p>Britain's settlement by Anglo-Saxons,</p>	<p>Arabian Nights</p> <p>A non-European society, providing a</p>	<p>Amazing America</p> <p>North America (and central America)</p> <p>Locate the world's countries, in North</p>	Residential – fieldwork



<p>(Comparative study of a region of the UK and a region of North OR South America</p> <p>Ongoing Geog skills Skills – maps, atlases, globes and digital / computer mapping to locate countries and describe features settled.</p> <p>Use 8 points of compass, 6 figure grid references, symbols, keys.</p> <p>Use fieldwork to observe, measure, record and present human and physical features including sketch maps, plans, graphs and digital technologies.</p>	<p>Scots and the Vikings/Anglo-Saxon struggle for England</p> <p>Name and locate UK cities and counties</p>	<p>contrast with British History (Baghdad 900AD)</p>	<p>America, concentrating on environmental regions, key physical and human characteristics (trade / food / natural resources / energy and minerals – briefly), countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of North America</p> <p><i>Focus on a region – Niagara Falls and local tourism (Text – ‘Queen of the Falls’)</i></p> <p><i>Identify the position and significance of longitude, equator, northern hemisphere, southern hemisphere, Greenwich meridian and time zones (including day and night).</i></p>	
<p>SCIENCE – B</p>	<p>ELECTRICITY (y6)</p>	<p>LIGHT (5 WEEKS)</p>	<p>FORCES(y5)</p>	<p>ANIMALS AND HUMANS (NC y6) (7 Weeks)</p>
<p>D.T – B <i>Apply their understanding of computing to program, monitor and control their products (taught through Computing)</i></p>			<p>Structure</p>	<p>Food</p>