

Nursery	Nursery Rhymes	Autumn leaves and food	Wild Animals	Journeys	Growing	Marvellous Me
Reception	My family and Me	Growing Food	Winter Wonderland	Sunshine and Rainbows	Nature Detectives	Under the Sea
Year 1	<b><u>Where I live!</u></b> DT: Food PLANTS	<b><u>Round and Round</u></b> DT: Mechanisms PLANTS	<b><u>Cold, Cold, Cold!</u></b> Art: Painting/Colour ANIMALS INC HUMANS	<b><u>Jungles</u></b> Art: drawing ANIMALS INC HUMANS	<b><u>Once upon a Time</u></b> DT: Structure/Mechanisms MATERIALS	<b><u>Seasides</u></b> Art: Sculpture MATERIALS
Year 2	<b><u>Oceans and Seas</u></b> Art: drawing PLANTS	<b><u>London's Burning!</u></b> Art: painting ANIMALS INC HUMANS 1	<b><u>Hot, Hot, Hot!</u></b> DT: Drawing/Painting ANIMALS INC HUMANS 2	<b><u>Space</u></b> DT: Structure LIVING THINGS 1	<b><u>Dinosaur Planet</u></b> Art: Sculpture LIVING THINGS 2	<b><u>Locality – I spy!</u></b> DT: Food MATERIALS
Year 3	<b><u>Coral Catastrophe</u></b> Art: Painting PLANTS	<b><u>Tribal Tales</u></b> Storytelling PLANTS	<b><u>Rocks and Rumbles</u></b> Art: Drawing ROCKS	<b><u>Invaders</u></b> DT: Structure ANIMALS INC HUMANS	<b><u>Lost treasures</u></b> Art: Sculpture FORCES AND MAGNETS	<b><u>The Grand Canyon</u></b> DT: Structures LIGHT
Year 4	<b><u>Rainforests</u></b> DT: Food LIVING THINGS AND THEIR HABITATS	<b><u>Ruthless Romans</u></b> DT: Pattern/mosaic ANIMALS INC HUMANS	<b><u>Water World</u></b> Art: painting STATES OF MATTER 1	<b><u>Relics and Runes</u></b> Art: drawing STATES OF MATTER 2	<b><u>Fieldwork</u></b> DT: Electricity (car) ELECTRICITY	<b><u>Extraordinary Egyptians</u></b> Art: sculpture SOUND
Year 5	<b><u>Sow, Grow and Farm</u></b> DT: Food EARTH AND SPACE	<b><u>Vicious Vikings</u></b> Art: Drawing FORCES	<b><u>Tremors</u></b> DT: Mechanisms - pulleys PROPERTIES OF MATERIALS 1	<b><u>Dawn of Time</u></b> DT: structure PROPERTIES OF MATERIALS 2	<b><u>Frozen Kingdom</u></b> LIVING THINGS AND THEIR HABITATS	<b><u>Groundbreaking Greeks</u></b> Art: Sculpture Performance ANIMALS INC HUMANS
Year 6	<b><u>Terrible Tyrant</u></b> Art: Painting ELECTRICITY	<b><u>Child's war</u></b> DT: Food LIGHT	<b><u>Winter olympics</u></b> Art: Graphics/ drawing LIVING THINGS	<b><u>The road to freedom</u></b> Concert ANIMALS INC HUMANS	<b><u>Dinosaurs and Fossils</u></b> Art: combination EVOLUTION	<b><u>Fieldwork!</u></b> INVESTIGATION

Nursery	Nursery Rhymes	Autumn leaves and food	Wild Animals	Journeys	Growing	Marvellous Me
Reception	<p><b><u>My family and Me</u></b>  <b>Vision:</b> Through drawing on their experiences and stories read in class children will explore and understand differences between themselves and others. Children can talk about their families and understand that others may be different to theirs. Children respect that others are different. Children extend their vocabulary with words that support understanding across domains.</p> <p><b>Content:</b> Children will describe their immediate environment through looking at their school community. Where is their school? what is their school like? Children navigate their indoor and outdoor school environment and observe and discuss key features. providing experiences such as planting produce to harvest next term and engaging in seasonal activities outside. Learning about different cultures and families through visitors, food, songs, stories and resources</p> <p><b>Tech:</b>  Pic collage to collate photos of area and annotate  Join with other schools locally, nationally and globally, TEAMS to make links and chat with the classes.  YouTube: songs, videos of different cultures  QR Code stories from different cultures</p> <p><b>Texts:</b> Super duper you-Sophie Hen</p>	<p><b><u>Growing Food</u></b>  <b>Vision:</b> Children make sense of their physical world through the changing of seasons. They understand where food comes from and how important farming is. Children will understand what kind behavior is through stories (Red Hen). Children extend their vocabulary with words that support understanding across domains.</p> <p><b>Content:</b> Building on their knowledge of their immediate environment children gain a sense of the world around them through local farming. Through this experience, their visit to the farm and stories/songs /non- fiction books they will experience the role of a farmer. Children respond creatively.  Children enjoy being outside and looking after their growing produce, they continue to explore the changing seasons, they bake bread, prepare and eat home grown fruit and vegetables, explore Autumn leaves and trees, feed the ducks, make food for the birds as Winter approaches. Learning about farm animals.</p>	<p><b><u>Winter Wonderland</u></b>  <b>Vision:</b> children continue to make sense of their physical world through the changing of seasons. Children will understand that people and animals that live in cold places need different things – warm clothes. Children extend their vocabulary with words that support understanding across domains.</p> <p><b>Content:</b> They will experience and explore the effect of cold weather in their environment. Then drawing on knowledge from stories, non-fiction texts and their experiences, they will be gaining an understanding of other places that have extremely cold weather conditions. Children respond creatively.</p>	<p><b><u>Sunshine and Rainbows</u></b>  <b>Vision:</b> children continue to make sense of their physical world through the changing of seasons. Thinking about rain and the weather that make them feel happy. Children will explore happy colours and know that children like different colours. Children extend their vocabulary with words that support understanding across domains.</p> <p><b>Content:</b> Growing different plants and looking after them by watering regularly. They can explore the weather and make sunny/rainy boxes and explore their senses within these. Then drawing on knowledge from stories, non-fiction texts</p>	<p><b><u>Nature Detectives</u></b>  <b>Vision:</b> children continue to make sense of their physical world through the changing of seasons. Understand how that all creatures should be treated with respect (mini beasts). They can work to make a minibeast happy by making them a home – caring for others. Children extend their vocabulary with words that support understanding across domains.</p> <p><b>Content:</b> Enjoying the outside area, school garden/forest school, local environments such as woods and nature reserves depending on locality of the school. Children experience mini beast hunts, pond dipping, making mini gardens and bug hotels, observe frog spawn, make a wormery and observe butterflies /tadpoles.  Then drawing on knowledge from stories, non-fiction texts and their experiences children respond creatively.</p>	<p><b><u>Under the sea</u></b>  <b>Vision:</b> Children will continue to understand the world around them and know that different things need different things to be happy. They will show compassion to sea creatures by looking after them and make homes for them in the classroom – fish tank etc</p> <p><b>Content:</b> children will visit the beach and observe the creatures that live on the shore. They will explore sea creatures through looking after them in the classroom and continue to build on kindness and compassion through stories – the rainbow fish. They can explore the pattern and texture of sea creatures. They can learn songs about sea life children respond creatively Visit to a local beach. – rock pooling</p>

<p>Year 1</p>	<p><b>Where I live!</b></p> <p><b>Vision:</b> Children understand that people are different and that there are differences in the children in their class. They explore these differences by cooking/tasting and eating food from a variety of cultures in their class/local community</p> <p><b>Purpose:</b> Children create a lunch menu for the school kitchen that incorporates the cultures explored</p> <p><b>Content:</b> Children become explorers of their locality. They will look at maps and go on walks to locate different human and physical features. The children will look at changes of the school over time using plan views and aerial photographs. The children will use positional and directional language to navigate the maps and plan views. The children will then prepare and cook some local dishes both savoury and sweet.</p> <p><b>Artist:</b> Amiria Gale</p> <p><b>Tech:</b> photos/ Pic Collage to explore community iMovie/ Greenscreen: create cooking show, recreate hand as surprise put in Youtube/Weduc for authentic audiences Make links Teams with other schools, nationally/ globally Book Creator: Make a global cookbook QR code story books from other cultures Google expeditions: visit in VR and AR other countries Google Maps: walk around other countries streets</p> <p><b>Texts:</b> The Giant Jam Sandwich Smartest Giant in town Maybe Something beautiful – Theresa Howell Community soup King of the Classroom by Derrick Barnes and Vanessa Brantley Newton You matter-Christian Robinson Mr Wolf’s pancakes-Jan Fearnley Pattan’s Pumpkin-Chitra Soundar</p>	<p><b>Round and Round</b></p> <p><b>Vision:</b> Children will understand how things have changed over time and they will create a product (moving vehicle) to overcome a problem in their local community – improving the lives of others</p> <p><b>Purpose:</b> Children will make a vehicle that has a purpose in their local community – a skinny fire engine to fit between house etc</p> <p><b>Content:</b> Children will become explorers of transport, understanding how wheels move. They will look at how transport has changed over time and make their own moving vehicle. They will understand the use of science and technology in change and explore these.</p> <p><b>Engineer:</b> Henry Ford, George Stephenson</p> <p><b>Texts:</b> Mr Grumpy’s motor car Journey The hundred decker bus Emma Janes Aeroplane</p>	<p><b>Cold, Cold, Cold!</b></p> <p><b>Vision:</b> Children will understand the difference between themselves and other cultures. They will value the differences and show compassion and understanding to how people of the world live</p> <p><b>Purpose:</b> Children will create an art piece to explore cold colours that they will send in to Art attack/ Blue peter</p> <p><b>Content:</b> Exploring the Arctic circle using maps and investigating the countries within the circle. Discovering the Arctic climate and comparing to Summer/Winter. Identifying physical features and the animals that live there. Learning about the Inuit tribes and an Arctic Explorer. Leading into representing the Arctic landscape with cold colours and learning to mix secondary colours.</p> <p><b>Artist:</b> Pablo Picasso – use of cold colours</p> <p><b>Texts:</b> Lost and found The polar bear son The journey home The emperors egg The rainbow bear</p>	<p><b>Jungle Explorers</b></p> <p><b>Vision:</b> Children will understand the difference between themselves and other cultures. They will value the differences and show compassion and understanding to how people of the world live</p> <p><b>Purpose:</b> Children will create jungle collages, complete with drawings of animals. They will make a jungle art gallery for parents/another year group</p> <p><b>Content:</b> Children will become jungle explorers, who can identify the locations of jungles in tropical regions. They will learn about tribes, who live in these different places and make comparisons to their own lives They will learn about the plants and animals in an Indian jungle and how it changes during the wet and dry season. They will explore the patterns seen in the animals/leaves and represent these with different medium. Through play, the children will explore malleable materials to sculpt animals and create small world/tuff tray jungles, recognising key physical features.</p> <p><b>Artist:</b> Adonna Khare, Kate Simpson</p> <p><b>Texts:</b> There is a tiger in the garden Rumble in the Jungle Giraffes can’t dance The magic Baboia tree</p>	<p><b>Once upon a Time</b></p> <p><b>Vision:</b> Children will develop understanding of others, building on their overall view of kind/unkind. They will create a moving product to overcome a problem for book characters. Showing compassion to improve the lives of others</p> <p><b>Purpose:</b> Children will create an animal drawing portfolio and send to the artist that they are studying</p> <p><b>Content:</b> The children will explore a variety of traditional tales and creating picture story maps. The children will use their knowledge of positional and directional language to generate a short route to tell a story. They will explore structures from the stories i.e. bridges and learn the skill of making things stronger, stiffer, and more stable. The children will then create their own bridge with one moving element and explore the weight it can hold.</p> <p><b>Architect:</b> Thomas Telford</p> <p><b>Texts:</b> The three Billy goats gruff The gingerbread man Three little pigs Little Red Riding hood</p>	<p><b>At the seaside</b></p> <p><b>Vision:</b> Children will understand the difference between themselves and other cultures/times. They will show an awareness for change and make a product to entertain the lives of others, showing compassion and interest in others</p> <p><b>Purpose:</b> Children will create a puppet display in the hall as a gallery for EYFS to come and look at – they will be able to explain their choices (live/prerecorded for parents too?)</p> <p><b>Content:</b> The children will explore the modern-day beach and apply their map work skills and positional directional language to orienteer the beach. They will compare the modern seaside past times to that of the past – focusing on the Punch and Judy entertainment. The children will then create their own puppets using their knowledge of the past and will be able to sequence these objects from past to present.</p> <p><b>Artist:</b> Andy Goldsworthy</p> <p><b>Texts:</b> The Lighthouse keeper’s lunch Town is by the sea Secrets of the seashore At the beach</p>
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	The great big book of families-Mary Hoffman					
Year 2	<p><b>Our Blue Planet</b></p> <p><b>Vision:</b> Children will explore the impact humans have on sea life and create a way to promote changes in our behavior to improve the lives of others (not polluting with plastic). They will be able to notice unfairness and find a way to improve it – promote the sea/beach by using the</p> <p><b>Purpose:</b> Children will create beach/sea images that promote the beauty of the sea and send to National Geographic to promote people being respectful of the beach</p> <p><b>Content:</b> Promote awe and wonder about the natural world. Children will explore the UK and its surrounding seas and then move further into the deep world of seas and oceans. Knowing the diverse sea life that inhabit these and discuss the impact that humans have on this (plastic). They will be able to explore the movement of the waves through live sketching and exploration of pattern/colour found in natural beach items. They will explore who Christopher Columbus was and make comparisons between 15<sup>th</sup> Century and modern sea voyages Develop an informed opinion and challenge what is happening as an individual or a group.</p> <p><b>Artist:</b> Andres Amadore, Amiria Gale</p> <p><b>Tech:</b> Google expeditions: visit in VR and AR other countries Google Maps: walk around other countries streets IMovie/ Greenscreen: create videos/ adverts about human impact to show to an authentic audience to persuade Book Creator: Posters and Books Columbus or the Ocean</p>	<p><b>London’s Burning!</b></p> <p><b>Vision:</b> Children will explore how people in different times lived in different ways and develop empathy for those that have experiences awful events. They will explore colour to represent the mood in an event and talk about what things could have been done to change these events using modern technology</p> <p><b>Purpose:</b> Children will represent fire through artwork and then explain the ways that fire can be prevented with modern fire safety. This can be sent to local fire stations to promote fire safety</p> <p><b>Content:</b> Children will explore London in the past, through the horrible things that have happened. Develop an understanding of the significant event of The Great Fire of London along with the lives of significant individuals at these times, using art and music to represent these. The children will explore the artwork of the time and build their ability to describe mood and colour within artwork. The children will use maps of modern and 16<sup>th</sup> Century London and begin to navigate and plot a simple route. The culmination of their knowledge will come together in an art piece to represent the fire, using a range of colour and paint techniques.</p> <p><b>Artist:</b> Ron Embleton, Oni H and Andre Derain</p> <p><b>Texts:</b> Toby and the Great fire of London The Great fire of London The Baker’s boy and the Great Fire of London</p>	<p><b>Hot, Hot, Hot!</b></p> <p><b>Vision:</b> Children will explore what makes animals happy and explore empathy towards pets at a local/home level. Showing an understanding of the difference between pets and wild animals (simple level)</p> <p><b>Purpose:</b> Children can create simple ‘happy animal’ pictures to send to a local animal centres/nature reserves that show animals in their natural environments.</p> <p><b>Content:</b> Children will apply their knowledge of the seven continents and five oceans with a focus on the continent of Africa. They will recap climates in relation to the equator and explore the rich cultures of Africa through a study of indigenous tribes. There will be an exploration of African Wildlife ad make comparisons to animals living in Port Lyme (simple animal rights) Children will create a moving picture combining colorful washes and the mechanics of levers and sliders to promote the happiness of animals in their natural habitats</p> <p><b>Artist:</b> Guilherme Asthma</p> <p><b>Texts:</b> The Hunter The Buttefly lion Gorilla</p>	<p><b>Space</b></p> <p><b>Vision:</b> Children will explore how people have contributed to world history and understand that people can be impacted by the same event in different ways. Begin to understand that people of different races were historically treated differently.</p> <p><b>Purpose:</b> Children will create a demonstration of their products and record this to send to a space publication</p> <p><b>Content:</b> To develop keen and inquisitive explorers, through the study of a significant event of exploration. Children will find out who Neil Armstrong and Katherine Johnson were, explore their lives and the significance of their discoveries and journeys. They will be able to apply their knowledge of the world map to navigate the 7 continents and 5 oceans, embedding the compass points. They will make comparisons between the experiences of Neil Armstrong and Katherine Johnson on the same event. Children will then use their knowledge of the rockets to create their own rocket structure.</p> <p><b>Engineer:</b> Robert Goddard</p> <p><b>Texts:</b> The man on the moon The darkest dark The Marvellous Moon Map The Internaational Space Station</p>	<p><b>Dinosaur Planet</b></p> <p><b>Vision:</b> Developing ethical citizens- Consider the impact of humans and the natural world and ask the question- have any animals become extinct because of humans?</p> <p><b>Purpose:</b> Children will create a dinosaur sculpture of a dinosaur that could survive in modern times and add this to a jurassic world of their locality (use the extinction of the rhino for ivory as stimulus) - they can share this with a local zoo.</p> <p><b>Content:</b> Young children experience being a paleontologist and understand the excitement of making discoveries about the past. Go on expeditions in the local community and understand that real paleontologists travel the wider world. (Like Mary Anning who was an English paleontologist). Reinforce where the continents are by mapping where dinosaur remains have been found and study animals of the past in relation to their habitats/features to figure out the best geographical physical features needed for their own ‘Jurassic World’, complete with clay dinosaur sculptures. There will be an opportunity to apply Science and Geography skills.</p> <p><b>Artist:</b> Brett Kern/ Stan Winston School</p> <p><b>Texts:</b> Dinosaur bones Stone Girl. Bone Girl The wondrous Dinosaurium</p>	<p><b>Locality – I spy!</b></p> <p><b>Vision:</b> Children will explore how people in different places live in different ways and represent this through meals that they prepare and cook for those from other culture groups</p> <p><b>Purpose:</b> The children will create a set of meals/dishes that cater for the differences in their class or community – They can share their menu and invite others in to taste their food. They will be able to talk about who their food is for and why.</p> <p><b>Content:</b> children will become young explorers of their local environment, using all the navigation and mapwork skills they have culminated. They will plan simple routes and follow these, being modern day explorers. They will explore the food of their setting – being able to look at the cultures and diverse differences within their class/community.</p> <p><b>Orienteer:</b> Martin Bagness</p> <p><b>Texts:</b> Dinosaur bones Stone Girl. Bone Girl The wondrous Dinosaurium</p>

	<p>Chatterpix: Columbus, animals of the ocean, scientist Teams: makes link with scientists, arrange visitors and make links with other schools. Microsoft: virtual field trips oceans</p> <p><b>Texts:</b> Somebody swallowed Stanley The coral Kingdom – Laura Knowles Flotsam (no words) Captain Green and the Plastic scene – Evelyn Bookless What a waste! – Jess French Clean up-Nathan Byron Clem and Crab-Fiona Lumbers A Planet full of plastic-Neil Layton</p>					
Year 3	<p><b><u>Coral Catastrophe</u></b> <b>Vision:</b> Children will become proactive and empathetic citizens, who aware of global threats faced by our sea habitats. They will develop an emotional response to the impact we have as humans on one of the wonders of the world and campaign for a worldwide charity to help save the Australian Coral reefs and its diverse inhabitants that have been on our planet since prehistoric times</p> <p><b>Purpose:</b> Children will campaign for saving the coral reefs and raise the awareness of what impact our actions have on this iconic landmark. They can combine their knowledge of the reef to create a shared or individual response for the WWF Australia campaign</p> <p><b>Content:</b> Understand the amazing physical feature that is the Great Barrier reef and explore its location in terms of continent/ocean. They will learn about who discovered the reef and when and begin to formulate a picture of the length of time this reef has stood. The children will explore the human right of having a rich food source but debate the impact of fishing on this area. The</p>	<p><b><u>Tribal Tales</u></b> <b>Vision:</b> Children will develop an awareness of how life has changed through time and have an understanding that remnants of these historical elements are still alive today through ancestors of tribes</p> <p><b>Purpose:</b> Children will recreate a tribal story telling session as if around the camp fire and they can share tales of hunter-gathering or lifestyle in those times – this will be read to children/parents</p> <p><b>Content:</b> Develop the children’s knowledge of prehistoric times through tribal tales. Make them keen historians, who know about how early human culture and land use developed through the Bronze Age, Stone age and Iron Age. They will explore campfires and storytelling about historical events and culture. Explore cultures of today that are struggling to survive as hunter-gatherers and understand that they are not always treated fairly by the modern world.</p>	<p><b><u>Rocks and Rumbles</u></b> <b>Vision:</b> Children will explore the physical impact of volcanoes and show empathy to the impact this has had on others. They will be able to make suggestions as to how these impacts can be avoided.</p> <p><b>Purpose:</b> Children will create an art piece – drawing/painting - that represents the dangers of volcanoes – Personalised response using paint and drawing in their own way. Class gallery to explain the thought behind their artwork</p> <p><b>Content:</b> Promote awe and wonder of the physical world children live in. They will be able to recognise the physical make-up of the earth and understand how volcanoes are created. They will apply their knowledge of the world map to explore where volcanoes are located and make links to the equator and hot/cold knowledge they have. They will explore the damage/destruction of volcanoes and impact this has had on civilisations.</p> <p><b>Artist:</b> Joseph Mallord, William Turner</p>	<p><b><u>Invaders</u></b> <b>Vision:</b> Children explore the theme of invasion. Based on the theory that it would have been better for the Celtic tribes to collaborate rather than resist the Romans? Were the Celtic tribes or well-organized Roman armies best equipped to fight for British occupation? As Historians, children use the Roman Ruin of Reculver Towers as rich sources of information about life on the northern frontier of Roman Britain, and the story of Queen Boudicca</p> <p><b>Purpose:</b> Children become restorers for English Heritage, where they recreate Reculver towers. Make a floor plan and use the ruins and what they have researched to rebuild it and preserve part of our history to tell people about the Romans.</p> <p><b>Content:</b> Children develop an understanding of the who the Romans were and why they invaded Britain. They can discover the strength of their army and the unrest this caused to the Britons. They will learn about the heroism of Boudicca and use the sources of the Roman Ruin of Reculver towers and the Vindolona tablets – their purpose and the information they get from them. They will learn about the ruins and the purpose of the original building – looking at the features and purpose of this. They will learn</p>	<p><b><u>Lost treasures</u></b> <b>Vision:</b> Children will become archeologists of the Mesoamerican history of the Maya. Like archeologists they need to develop an enquiring mind to stimulates new and creative thinking, in the light of new discoveries. They will show an appreciation for the Maya way of life and understand that there is still Maya in society today</p> <p><b>Purpose:</b> Children will become archeologists to create a Maya Museum in the classroom to showcase their understanding of what the civilization, and architecture was like and how discoveries have been made</p> <p><b>Content:</b> Children will learn the time of the Ancient Maya through becoming archeologists who discover treasure, artefact and ruins., Through these discoveries, they will research and generate an understanding of the civilisation. Discoveries can be created, researched and studied in a number of ways to allow children the opportunity to sculpt, make and finish a number of artefacts to add to their own Maya Museum in the classroom.</p>	<p><b><u>The Grand Canyon</u></b> <b>Vision:</b> Be amazed by the impressive geography of the Grand Canyon in Arizona in the United States. Explore how the Colorado River along with debris flows and weather, continue to shape the landscape. Learn about the people who live there and see the region through the photography of Ansel Adams.</p> <p><b>Purpose:</b> Capture some of the wonder of their school locality to promote its beauty. This will be used as a gallery in the hall and an opportunity to make video link with other schools in the trust, where the children are able to promote their schools' beautiful locations through photography.</p> <p><b>Content:</b> Children will explore the location of the Grand Canyon and be introduced to one of the wonders of the world. The children will apply their knowledge of rocks to understand how the river flow and weather has shaped this giant canyon. They will have the opportunity to recreate 3D topographic maps to show the area. They will learn about the Havasupai and the Hualapai</p>

	<p>children will be able to hold a basic challenge or defend debate on fishing and explore other threats to this location – the warming of the seas causing coral bleaching, which they can explore in practical ways. Then formulate responses to what they think we can do about it. The children can campaign in whatever way they think will have the most impact and approach a variety of rich sources and actions.</p> <p><b>Explorer:</b> Captain James Cook</p> <p><b>Tech:</b> Google expeditions: visit in VR and AR other countries  Google Maps: walk around other countries streets  IMovie/ Greenscreen: create videos/ adverts about human impact to show to an authentic audience to persuade  Book Creator: Posters and Books continents or the Ocean  Chatterpix: coral, animals of the ocean, scientist  Teams: makes link with scientists, arrange visitors and make links with other schools.  Microsoft: virtual field trips oceans</p> <p><b>Texts:</b> The Great Barrier Thief! – Sue Pillans  Coral-Molly Idle  Alba and the ocean clear up- Lara Hawthorne  The brilliant deep: rebuilding the world’s coral reefs-Kate Messner  The Great Barrier Reef-Helen Scales</p>			<p>about Boudicca and her resistance to the Romans and be able to use Literacy lessons to write rousing speeches and empathise with the difficulty she faced getting people on board with her ideas. They can then explore how restorers set about rebuilding element of ruins and become researchers and architects to rebuild this famous Kent ruin.</p> <p><b>Architecture:</b> Reculver towers, Conduit house</p>	<p><b>Artist:</b> Richard Mazolla</p>	<p>people, who reside there and begin to understand the impact of a lack of water on these communities, also the damage this does to the landscape. The children will explore the art work (photography) of Ansel Adams and use this approach to explore the beauty in their own locality – to promote their school location through an alternative art form.</p> <p><b>Artist:</b> Ansel Adams</p>
Year 4	<p><b>Rainforests</b></p> <p><b>Vision:</b> Introduce children to rainforests around the world. They will learn what they are, where they are, what they contain and who lives there. Explore the life of tribal families who live in the rainforest and create ethical citizens, who show empathy and awareness of how deforestation affects these tribes and wildlife. They will act to raise awareness of this travesty.</p>	<p><b>Roman Kent</b></p> <p><b>Vision:</b> Through exploring ruins in their locality and visiting the Roman Museum in Canterbury (only one in Kent) children will gain a deeper understanding of Roman life in Britain. They will experience workshops with real archeologist and handle excavated artefacts Children will carry out fieldwork in Canterbury City to explore the Roman streets, Roman walls and marketplace.</p>	<p><b>Water World</b></p> <p><b>Vision:</b> Develop ethical citizens through being aware that humanity is facing a Global water crisis. Clean fresh water is essential for a healthy human life. It is a basic human right so is it fair that in some parts of the world people don’t get this. Every child deserves clean water</p> <p><b>Purpose:</b> Children will create their own image to represent the importance, significance of water (taking inspiration</p>	<p><b>Relics and Runes</b></p> <p><b>Vision:</b> An opportunity to explore religion through Anglo-Saxons. Delve into the remains found at St Eanswythe and consider their views on religion. To use local landmarks – Canterbury Cathedral to explore these views of religion. Look within our community and show tolerance and understanding of these religions.</p>	<p><b>Fieldwork</b></p> <p><b>Vision:</b> An opportunity to explore their local community and become map makers and navigators. The children will put themselves in the shoes of other famous explorer and empathise with the perils of their journeys and skills needed</p>	<p><b>Extraordinary Egyptians</b></p> <p><b>Vision:</b> Become Archeologists and be festinated by the pyramids, which remain one of the seven wonders of the Ancient world and are still standing. Use these to empathise with the conditions of slaves to build them and consider elements of human rights and basic need. Debate</p>

	<p><b>Purpose:</b> Celebrate the life of tribal people by sharing a feast of food and drink from the rainforest to raise awareness of the importance of the rainforest to our lives - This will be sent to a save our rainforest publication</p> <p><b>Content:</b> Children will explore the locations of the rainforests and learn about their climates and seasons. The children will explore vegetation belts and the significance of these rainforest to their indigenous tribes. They will explore life at each level of the rainforest and produce food and drinks with those produce that are grown and harvested in the rainforest. There will be a chance for the children to explore deforestation and the impact this has. Children will work on raising awareness of this act by producing a colourful array of worldly foods.</p> <p><b>Artist:</b> Jelly Green</p> <p><b>Chef:</b> Ales Atala</p> <p><b>Tech:</b> Google expeditions: visit in VR and AR other countries, rainforest Google Maps: walk around other countries streets IMovie/ Greenscreen: create videos/ adverts about human impact to show to an authentic audience to persuade Book Creator: Posters and Books, cookbooks Chatterpix, animals of the rainforest, scientist Teams: makes link with scientists, arrange visitors and make links with other schools. Microsoft: virtual field trips rainforests</p> <p><b>Texts:</b> The last tree – Emily Haworth Booth The vanishing rainforest – Richard Platt The kapok tree - Lynn Cherry Rainforests in 30 seconds: 30 fascinating topics for rainforest</p>	<p><b>Purpose:</b> Through the museum visit they will explore the Roman pavement and. Floors and take part in a mosaic workshop. Be inspired by the Villa Romana del Casale in Italy which has the richest collection of mosaics in the world Children create mosaics designs inspired by Romans designs. looking at contemporary mosaic designers decide a purpose for their designs. This will be sent to an artist who uses mosaic in their work</p> <p><b>Content:</b> Build upon their knowledge of the Roman Empire and begin to look deeper at the invasion of Britain. They will learn about the successful invasion by Claudius the conquest and then the Romanisation of Britain, through a deep exploration of technology and architecture. The local ruins of: Lulling stone Roman Villa Reculver Towers and Roman Fort, Richborough Roman Fort and Amphitheatre Roman lighthouse Dover castle. will be analysed to see what information they can tell us. There will be a focus on the Roman society within this time period, where roles and responsibilities will be explored, allowing the children to develop an understanding of gender inequality in the roles and expectations of each gender</p> <p><b>Designers:</b> Elaine M. Goodwin – a contemporary mosaic artist Jim Bachor – uses knowledge of ancient mosaics</p>	<p>from the work of Monet and Turner). They will use this artwork to form a class gallery with the aim to raise awareness of the water crisis we face and to emphasise the beauty and necessity of water. Parents/other classes will visit</p> <p><b>Content:</b> The children will learn about the water cycle, river flow to the sea and the importance of water on the world. They will study areas where clean water is not available and the impacts of this. The children will lead their own enquiry into what action can be taken to improve the water availability and acted in a way of their choosing. The children will explore water in their own locality using a variety of fieldwork skills to explore the content and the biomes that occupy their waters.</p> <p><b>Artists:</b> Monet and Turner</p>	<p><b>Purpose:</b> To create own Anglo-Saxon brooch or bracelet to be a part of their Anglo-Saxon Jewelry museum display in the classroom. The centre piece should be the Anglo-Saxon cross to build line and tone from the decorative nature of the cross</p> <p><b>Content:</b> To learn about the Anglo-Saxons in Britain. The important discoveries of remains found in Britain and learn the respect and compassion places upon these artefacts to memorialise a significant time in British History. Learn about the legacy of St Augustine. First Archbishop of Canterbury. A mission to unite the warring Anglo Saxon kingdoms through Christianity. Visit Canterbury cathedral as part of their locality Is Christianity the only religion today? Explore the 3D map of Britain and unearth some brooches and bracelets, observing the pattern and detail used to decorate these. Replicate and preserve this time by creating a class museum display case of brooches and bracelets brandished with authentic decorative drawings and patterns (drawing and sculpting)</p> <p><b>Architect:</b> William of Sens, Henry Yevele</p>	<p><b>Purpose:</b> To create own electric powered car to travel a planned route – this is a personal response that will be presented to parents</p> <p><b>Content:</b> To learn about navigation and orienteering on a practical level. The children will plan, scale, calculate a purposeful route. Making alterations and mini expeditions to ensure their timings are accurate. The children will apply their knowledge of the points of the compass and the navigation/ symbols of a range of maps. Children will look at an area in UK that is orienteered and compare with one in Spain/France. The children will have the opportunity to study the physical features of this area to make real world comparisons about the difficulty/ease of orienteering and building upon their knowledge of Europe. A completely practical exploration of maps and the skills involved in navigating</p>	<p>the treatment of slaves vs the prolonged legacy of the ancient time</p> <p><b>Purpose:</b> Create an Egyptian burial site, where the children sculpt objects to form a tomb inside a pyramid - this will be a burial museum in the classroom for parents or other children to visit</p> <p><b>Content:</b> To learn about this Ancient civilisation through exploration of the pyramids. Explore the gods and pharaohs and the significance of the mummification and death rituals. Children can delve into the ancient time and hold debates on how slaves were treated. Use Literacy lessons to debate and form pieces of writing around this element of slavery Make comparisons between the technology/machinery of other times periods covered to internalise the advanced skill of the Ancient Egyptians</p>
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	fanatics explained in half a minute by Jen Green Dirty Beasts by Roald Dahl, .					
Year 5	<p><b>Sow, Grow and Farm</b></p> <p><b>Vision:</b> Show an awareness of how interactions between the natural world and humans is creating challenges for farmers locally and in the wider world. Children understand how they, as producers and consumers, impact on the natural world. Find solutions so that crops and agriculture are farmed in sustainable ways to meet the demand for food.</p> <p><b>Purpose:</b> Children create own dishes for a farmers' market, using locally sourced, seasonal produce. Parents and peers can be invited to a farm food tasting of the dishes produces</p> <p><b>Content:</b> To learn about the farming counties of England. Where are these located? Look at the soil types and fertile lands that reap harvest. Teach the children about Kent being the garden of England and allow children to explore the produce that is grown here. Visit farms and organise talks with local farmers. Unpick the human impact on the farming industry and make suggestions to sustain agriculture and meet the demands of food.</p> <p><b>Chef:</b> Hugh Fearnley whittingstall</p> <p><b>Tech:</b> Google expeditions: visit in VR and AR other countries, farms Google Maps: walk around other countries streets iMovie/ Greenscreen: create videos/ adverts about human impact to show to an authentic audience to persuade Book Creator: Posters and Books, cookbooks</p>	<p><b>Vicious Vikings</b></p> <p><b>Vision:</b> Exploring, as Historians, how and why interpretations may differ and critically evaluate their validity How should we remember the Vikings? Has history been fair to the Vikings or stereotypical?</p> <p><b>Purpose:</b> Depict an element of the Viking history of raiding through drawings – use the skills of tone and shade to create a correctly proportioned depiction of Vikings arriving by boat. Create a class art gallery for parents to view</p> <p><b>Content:</b> The children will secure their knowledge of Europe by looking at where the Vikings came from. To learn about the difference between raids and invasions and understand the human rights/need for food to justify the Vikings leaving Scandinavia. Research early sagas and understand the impact of these raids on monks and early religions. Learn about the raid at Lindisfarne as a key element of history and unpick sources to see if they believe the Vikings have a fair account in history. Be able to name the significant acts of Alfred the Great and the significance of Danegeld on the history of Britain.</p>	<p><b>Tremors</b></p> <p><b>Vision:</b> Children will understand that disasters of this proportion do have a huge impact on humanity. They will understand the difference in the social divides: rich and poor in terms of the aftermath/recovery of a disaster. It allows them to build empathy/sympathy and provoke an emotional response to want to do something about it</p> <p><b>Purpose:</b> Raise awareness of these disasters and find a way to provide support to these communities most affected. An open-ended response to a global disaster, where the children can explore their own responses to such devastation. This will be produced and displayed for parents and sent to National Geographic</p> <p><b>Content:</b> To learn about the physical geography of the world and understand the relationship between tectonic plates position and the occurrence of earthquakes. Study the aid that is given to these places and explore a variety of firsthand accounts of these tragic events. Allow children to research, form opinions and empathise with communities involved. Study the discrepancies between the rich and poor in the aftermath of these tragedies and explore how communities rebuild and survive. Children will develop knowledge of pulleys and cranes to develop a rescue method for supporting in one of these tragedies. They will build upon previous knowledge of mechanisms to a final product that is purposeful and functional.</p> <p><b>Artist:</b> Jean-Humbert Savidelli</p>	<p><b>The Dawn of time</b></p> <p><b>Vision:</b> To understand the significance of the Iron Age, drawing back knowledge on tools and technology. Understand the gender roles within communities and the impact of their technologies on the 21<sup>st</sup> Century – develop their understanding of hill forts and their need for protection.</p> <p><b>Purpose:</b> Children create an Iron Age hill fort using sculpting skills and then create an authentic roof using a variety of weaving techniques – this can all be displayed as part of their tribal meeting with peers/parents that shows how they will protect their Iron Age community</p> <p><b>Content:</b> Develop their archaeological skills and vocabulary. Help them to create Ice Age art and research and make Stone Age homes. To understand the Bronze Age, the children find out about tool-making and through: making models, they explore the importance of Stonehenge. They go on to role-play life in an Iron Age village and explore and understand hill forts. Explore aerial photos of old Iron Age hill forts and Bigbury Camp in the locality of Kent What does this tell us about Iron Age life (violent and battles against enemy tribes)?</p>	<p><b>Frozen Kingdom</b></p> <p><b>Vision:</b> Develop ethical citizens through being aware of global warming. The Arctic is warming faster than any other region on earth and the world is already feeling its effects. Consider the negative impact humans can have even on desolate and remote places on this earth. Gain an understanding of how extreme conditions are and that explorers in history have died on expeditions to this remote place of the world.</p> <p><b>Purpose:</b> Children become explorers in the style of those that have journeyed the Antarctic and plan a journey to take themselves. They will then carry out this journey, selecting the equipment they need and navigating using a variety of maps.</p> <p><b>Content:</b> They will learn about the discoveries of Ernest Shackleton. Understand the physical geography of the Arctic. Understand the biomes and the features of polar regions including Greenland. Within this unit they can explore the impact of humans (global warming) on these habitats and biomes. They can find a way to express their views on this and raise awareness of its impact, showing empathy to the damage it causes</p> <p><b>Explorer:</b> Sir James Clark Ross</p>	<p><b>Groundbreaking Greeks</b></p> <p><b>Vision:</b> Understand how people exercise their democratic rights and take social action. Children will understand the impact/legacy of the Greeks on the western world through architecture and literature.</p> <p><b>Purpose:</b> Demonstrate your knowledge of Ancient Greek town buildings by making a model and then shoot a short small world figure film; host a movie premier for another class – a Greek myth performance. Use the Greek influence on architecture today - Ancient Greek white columns. The Doric style is the easiest and the Corinthian pillars are more elaborately decorated.</p> <p><b>Content:</b> Discover the lasting influence of the Ancient Greeks on the western world. Investigate the timeline and four main periods of the Greek Empire. Explore different kinds of historical sources and evaluate their usefulness. Study key Ancient Greek buildings. Find out about the historical background of Aesop and his fables. Research democracy.</p> <p><b>Architect:</b> Ictinos, Callicrates</p>

	<p>Chatterpix:, animals of the ocean, scientist</p> <p>Teams: makes link with scientists, arrange visitors and make links with other schools.</p> <p>Microsoft: virtual field trips farms</p> <p>Pic Collage – make comparison</p> <p><b>Texts:</b> Sky Dancer – Gill Lewis</p> <p>The farm that feeds us-Nancy Costaldo</p> <p>A farmers Diary – Sally Urvin</p>					
Year 6	<p><b>Terrible Tyrant</b></p> <p><b>Vision:</b> An understanding of Dictatorship (Hitler) and how an individual’s beliefs and actions can shape the society and the wider world.</p> <p>To allow children to explore what impact a dictator had on our world. To empathise and show compassion towards people, who were treated unfairly. Respond to a catastrophe of unfairness with emotion and compassion</p> <p><b>Purpose:</b> Paint a depiction of the holocaust using the Memorial Day theme of hope. The children will combine the dark colours with the bright contrast, to signify hope</p> <p><b>Content:</b> To learn about WWII in the context of Hitler and invasion. Why did the war begin? What was the significance of Chamberlain’s speech. Children will explore the war on the German front – which ones were invaded, what were the Allies and Axis countries. Children will make a link between the topic and their reading, being enabled to understand the holocaust from the view points of the two children and develop an emotional response to the need for hope.</p> <p><b>Artists:</b> Memorial Day – holocaust art</p>	<p><b>Child’s war</b></p> <p><b>Vision:</b> An understanding of what war was like for children. Show empathy towards evacuees and understand what life was like on the home front. Explore the changes in gender roles and responsibilities of the women, who were left behind. Be in awe of the actions of some of these women and be inspired by their bravery and actions in this time.</p> <p><b>Purpose:</b> Children plan and cook a meal in relation to ration guidelines. <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbqby9q">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbqby9q</a></p> <p><b>Content:</b> To learn about war on the home front. including the impact of rationing, evacuations and the roles of women in society. Children will explore the blitz and have opportunity to look at local/British sites that were directly impacted by the actions of war. Children can interpret accounts and analyse the factual content during their literacy lessons and write first person accounts of these events.</p> <p><b>Chef:</b> Marguerite Patten</p> <p><b>Artists:</b> Lowry – official Blitz artist</p>	<p><b>Winter Olympics</b></p> <p><b>Vision:</b> Support children to become healthy, confident individuals. The Paralympics ensures that the Olympics are inclusive for athletes with disabilities. Explore diversity of disability and be inspired by those who achieve things despite their disabilities. Challenge prejudices against difference and act to negate these prejudices by celebrating difference and achievements</p> <p><b>Purpose:</b> Create a logo for the Olympics based previous designer’s logos for past Olympics. They may wish to add some element of diversity to this. This can be an individual, group or class logo (combining individual designs)</p> <p><b>Content:</b> To learn about the winter Olympics and the Paralympics. Be inspired by a range of athletes and their achievements. Build on their knowledge of the Ancient Greeks and explore the legacy of the Olympics. Explore prejudice and resistance faced by those with disabilities and research, explore and express their views of this through the development of their art work</p> <p><b>Designer:</b> The original interlocking rings logo was designed by Baron Pierre de Coubertin in 1912. Each of the rings represent the five continents: Africa, Asia, America, Australia and Europe</p>	<p><b>The road to freedom</b></p> <p><b>Vision:</b> Show compassion towards individuals and societies that experience racial discrimination and inequality (slavery)</p> <p>Advocate their rights and the rights of others through empathising with the stories of Rosa Parks and Harriet Tubman (political activists)</p> <p>Who campaigns today for inequality (black lives matters) George Floyd a black American (from N America)</p> <p><b>Purpose:</b> Create a music concert to share the music of the time and raise awareness of the struggles faced by a discriminated society in the history of another country.</p> <p><b>Content:</b> Explore the life of Harriet Tubman and the challenges that she faced. Learn about the events and the significance of the Mississippi in the underground railroad and the escape from slavery. Be inspired by the actions of a strong female and show empathy for the challenges they faced. Gain an understanding of Jazz to these times and unpick the feelings and emotions that were the make-up of this form of music.</p> <p><b>Musicians:</b> Miles Davis Quintet</p>	<p><b>Dinosaurs and Fossils</b></p> <p><b>Vision:</b> Understanding of inequality and injustice in a male dominated world of science in the 19<sup>th</sup> century. Mary Anning made important discoveries but was not given recognition because of her circumstances - she was a woman, poverty-stricken and from a religious minority background. Today she has a legacy of a pioneering woman scientist. Her work influenced the theories of Charles Darwin</p> <p><b>Purpose:</b> Make a fossil art gallery using the focal point and bleeds and washes as the focal point of the artwork.</p>  <p><b>Content:</b> To combine the learning of significant individuals on the field of paleontology and evolution – explore the life and times of these individuals and empathise with the adversity they faced by being pioneers in their fields. Explore this through their literacy work and hold debates that tackle the themes of prejudice once again – drawing back knowledge from the winter Olympics. Combine their science knowledge to explore the theories of evolution to create a scientific</p>	<p><b>Fieldwork!</b></p> <p><b>Vision:</b> An opportunity to explore their local community and become map makers and navigators. The children will put themselves in the shoes of other famous explorers and empathise with the perils of their journeys and skills needed</p> <p><b>Purpose:</b> To create own orienteering plan with sleep over as part of their year 6 leavers ter. The children can they make a functional product to support an orienteer that allows them to develop their knowledge of electrical circuits</p> <p><b>Content:</b> To learn about navigation and orienteering on a practical level. The children will plan, scale, calculate a purposeful route. Making alterations and mini expeditions to ensure their timings are accurate. The children will apply their knowledge of the points of the compass and the navigation/symbols of a range of maps and use their knowledge of 6 figure grid references and scale factors to calculate timing in a meaningful way. A completely practical exploration of maps and the skills involved in navigating. The children will navigate to a place, organise a camp overnight and then navigate back to school. There will be a DT element where the</p>

	<p><b>Tech:</b> Google expeditions: visit in VR and AR German/ English sites of interest Virtual Museum Tours iMovie/ GreenScreen: Chatterpix: famous speeches Teams: Make link with other schools, soliders</p> <p><b>Texts:</b> The boy in the striped pyjamas – John Boyne Rose Blanche by Ian McEwan What are we fighting for - Brian Moses and Roger Stevens Warboy: A Wartime Childhood by Michael Foreman</p>				<p>and drawing response – exploring fossils and focal points. Children re-use their color washes and then are taught the skill of drips and bleeds This would be a response to explain this process</p> <p><b>Artist:</b></p>	<p>children can create a moving product that incorporates their knowledge of electricity and computing controls – something to support an explorer/orienteer</p> <p><b>Explorer:</b> Sir Francis Drake</p>
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