



# Organisation

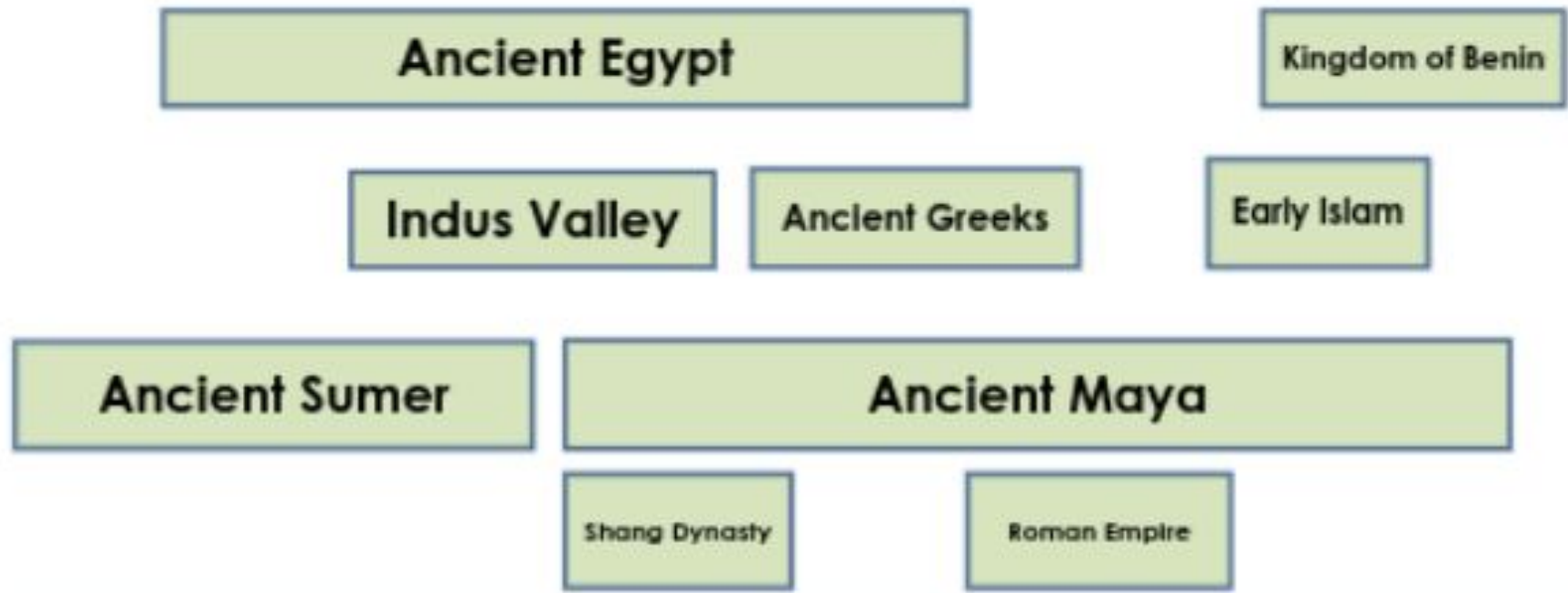
6 topics per year

Cycle 1 2022-23

Cycle 2 2023-24



- Week 1 - 'Hook' week - hook and pre-assessment/introducing topic
- 1 afternoon per week - Science - stand alone
- 1 afternoon per week - alternating stand alone subjects (RE and French - Computing and PSHE)
- 3 afternoons focused on topic drivers



BRITISH HISTORY																												
STONE AGE					BRONZE AGE					IRON AGE				ROMANS	ANGLO SAXONS VIKINGS			NORMANS	MEDIEVAL BRITAIN	TUDORS	STUARTS	GEORGIAN <sup>S</sup>	VICTORIANS	20 <sup>TH</sup> CENTURY				
3600BC	3400BC	3200BC	3000BC	2800BC	2600BC	2400BC	2200BC	2000BC	1800BC	1600BC	1400BC	1200BC	1000BC	800BC	600BC	400BC	200BC	200	400	600	800	1000	1200	1400	1600	1800	2000	2200

<u>EYFS Nursery</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>I am 3</b>	<b>On a Rainbow</b>	<b>In a Nursery Rhyme</b>	<b>In the Garden</b>	<b>On an Adventure</b>	<b>On a picnic</b>
<b>Key Driver / lines of enquiry</b>  Communication / language PSED PD Mathematics EAD/UTW	Children sharing their 3rd birthday celebrations Stories around the number 3 songs sound 3 trike ride How I have changed from a baby to now	Light and dark / day and night Colours and mixing Eid Diwali Bonfire Night Christmas	Nursery rhyme day  Local professions Jobs people do	Weather and seasons Lifecycle of a butterfly (hatching) Lifecycle of a chick Planting and growing	Jungle Ocean Pirates Space Wider world	Food Farms Looking after the world
<b>Key Text</b>	<b>Literacy and phonics:</b> Three Billy Goats Gruff Three Little Pigs Goldilock and the Three Bears Kippers Birthday Two Daddys	<b>Literacy and phonics:</b> Elmer Brown Bear, Brown Bear Little Blue and Little Yellow How do you make a rainbow?	<b>Literacy and phonics:</b> The Great Nursery Rhyme Disaster Incy Wincy Beetle Topsy and Tim	<b>Literacy and phonics:</b> Dear Zoo Mad about Minibeasts Titch Ten wriggly wriggly caterpillars	<b>Literacy and phonics:</b> We're going on a lion hunt Animal Boogie Walking through the Jungle Driving home from Grandpa's	<b>Literacy and phonics:</b> Going on a Bear Hunt 10 things I can do to help my world Percy the park keeper - after the storm

<u>EYFS Reception</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	<b>In the Town</b>	<b>Sparkling Celebrations</b>	<b>On a magic carpet</b>	<b>Under the microscope</b>	<b>In a Story Book</b>	<b>Around the World</b>
<b>Key Driver/lines of enquiry</b>  Communication / language PSED PD Mathematics EAD/UTW	People who help us My family My friends Our local area Our history	Bonfire Night Halloween Diwali Birthdays Christmas Seasons Visit from a priest  Local Area and cultures	Space and Neil Armstrong Dinosaurs Castles - Kings and Queens  Past and present	Growing plants Animal life cycles Minibeasts Field to fork	Caring for our world Different settings and environments	Countries around the world Where does food come from? Comparing environments Animals in the wild
<b>Key Texts</b>	<b>Literacy and phonics:</b> Once there were giants Who's in a family? Pete the Cat In every house in every street	<b>Literacy and phonics:</b> The scarecrows wedding Holidays, celebrations and festivals What's in the Witches Kitchen Pumpkin soup	<b>Literacy and phonics:</b> The man on the moon Trouble at the dinosaur cafe George and the Dragon	<b>Literacy and phonics:</b> Do you love bugs? Teeny weeny tadpole Jack and the Beanstalk Katie and the sunflowers	<b>Literacy and phonics:</b> Do you love bugs? Teeny Weeny Tadpole Jack and the Meanstalk Katie and the Sunflowers	<b>Literacy and phonics:</b> How big is the world? Last Stop on Market Street Things that go Casio's Day

<u>KS1</u> <u>Cycle 1</u> <u>2022-23</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	On Our Doorstep	In The Capital	On Our Planet	On Our Travels	On The Ward	In The Great Outdoors
<b>Key Driver</b>	<p><b>Cultural capital</b> - <b>History</b> - People and places in their own locality Why is Leeds special? What is special about Bramley? - Bramley Baths</p> <p><b>Geography</b> - Local Leeds and Bramley. Fieldwork. Use basic geographical vocabulary.</p>	<p><b>History</b> - Events beyond living memory - Great Fire OF London</p> <p><b>Geography</b> - Continents and oceans (Locations on a map) name, locate and identify four countries and capital cities of the United Kingdom and seas.</p>	<p><b>Geography</b> - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p><b>A comparison study</b> between a place in the UK (Bramley) and a non-European city</p> <p>- Extreme weathers.</p>	<p><b>History</b> - the lives of significant individuals who have made an impact - <b>Neil Armstrong and Christopher Columbus</b></p> <p><b>Geography</b> - Landmark around the world Using a compass and understand North, East, South and West.</p>	<p><b>History</b> - Lives of significant individuals - <b>Florence Nightingale and Seacol</b></p> <p><b>History</b> - Events beyond living memory. Changes within hospitals from then to now. Geography</p>	<p><b>Science</b> - Plants and seed growth. Working scientifically using written experiments and observations.</p> <p><b>Geography</b> - Seasonal and daily weather patterns in the UK compared to the world.</p>
<b>Other area</b>	<b>Art and DT</b> - Using different materials/textiles and collage	<b>Art/DT</b> - sculpture of building in London.	<b>DT</b> - Comparing food / outfits <b>Music</b> - To compose.	<b>Art and DT</b> - making a moving vehicle / toy	<b>PHSE</b> - inequality within racism and women's rights.	<b>Art and DT</b> - observing and sketching (plants) painting

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Topic	On Our Doorstep	In The Capital	On Our Planet	On Our Travels	On The Ward	In The Great Outdoors
<b>Science</b>	<b>Seasonal changes</b>  Observe changes across the seasons and describe changes across the seasons	<b>Materials</b>  Identify and name materials, physical properties Compare and group Discuss the suitability of a material and observe how materials can change shape	<b>Animals (Including Humans)</b>  Habitats Adaptations Food Chains Reproduction and basic needs	<b>Living things and their habitats</b>  Explore and compare things between living, dead, never living  Food chains and sources of food	<b>Animals (including Humans)</b>  Human body parts / senses Describe the importance of exercise / types of food and hygiene Basic needs for survival	<b>Plants</b>  Seeds Working Scientifically Written experiments Observations
<b>Foundation subjects</b> <b>PSHE</b> <b>RE</b> <b>French</b> <b>Computing</b>	How do we decide how to behave? How can we make good choices? <b>Greetings</b> <b>Communicating</b>	What can we do with money? How is new life welcomed? <b>Where is France on the map?</b> <b>Communicating</b>	How do we keep safe? How and why do people pray? <b>Visit to Church</b> <b>Name and age</b> <b>Coding</b>	How do we keep safe? How can we look after our planet? <b>How are you?</b> <b>Coding</b>	How do we feel? <b>What did he teach and how did he live?</b> <b>Numbers 1- 12</b> <b>Connecting</b>	What makes us special? <b>What did he teach and how did he live?</b> <b>Games and songs</b> <b>Connecting</b>

<b><u>KS1</u></b> <b><u>Cycle 2</u></b> <b><u>2023-24</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
Topic	Under Parliament	Our Life, Our Leeds	On the High Seas	At the Toyshop	In the Wild	At the Weather Station
<b>Key Driver</b>	<p><b>History</b> - Beyond living memory - Gunpowder Plot</p> <p><b>Significant people</b> - Queen Elizabeth II -Guy Fawkes</p> <p>British Values - the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Cultural Capital</b> <b>Science</b> (Biology)</p> <p><b>National Curriculum:</b> Animals including humans</p> <p>Famous person from Leeds - <b>Brownlee Brothers</b> Family tree</p>	<p><b>Geography</b> - Continents and oceans</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans</p>	<p><b>History</b>- the development of toys. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>National Curriculum:</b> History within living memory</p>	<p><b>Science</b> (Biology)</p> <p><b>National Curriculum:</b> Plants and animals</p> <p>(See science slide for what to cover)</p>	<p><b>Science</b> -</p> <p><b>National Curriculum:</b> seasonal changes/weather patterns</p> <p><b>Geography</b> - Human and physical comparison of 2 countries</p>
<b>Other area</b>	<b>Geography</b> - Capital cities of the UK, continents and oceans	<b>PSHE</b> - our locality. All about me and my family	<b>History</b> - famous people (Christopher Columbus)	<p><b>Science</b> - materials</p> <p><b>DT</b> - Design a toy</p>	<p><b>Music</b> - compose and perform</p> <p><b>Art/DT</b> -</p>	<p><b>Art/DT</b> - printing/weaving</p> <p><b>Music</b> - describe,</p>

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Topic	Under Parliament	Our Life, Our Leeds	On the High Seas	At the Toyshop	In the Wild	At the Weather Station
<b>Science</b>	<b>Working scientifically</b>  Learning the skills in science / how to work scientifically and how to observe scientifically and learn the three strands of science	<b>Animals (including Humans)</b>  Human body parts / senses Describe the importance of exercise / types of food and hygiene Basic needs for survival	<b>Living things and their habitats</b>  Habitats Adaptations Food Chains Reproduction and basic needs	<b>Materials</b>  Identify and name materials, physical properties Compare and group Discuss the suitability of a material and observe how materials can change shape	<b>Plants</b>  Common, wild and garden plants Structure of a plant  Needs of a plant to survive Observational experiments	<b>Seasonal changes</b>  Weather patterns How the length of the day varies Comparison of weather around the world
<b>Foundation subjects</b> PSHE RE French Computing	<b>How can we help?</b> <b>Which holy books and stories are special?</b> Greetings Connecting	<b>What is bullying?</b> <b>How do we celebrate special events?</b> <b>Where is France on the map?</b> Connecting	<b>How can we be healthy?</b> <b>What does it mean to belong to a church or a mosque?</b> Mosque visit Numbers 1-13 Coding	<b>How do we show our feelings?</b> <b>What does it mean to belong to a church or a mosque?</b> Colours Coding	<b>How can we keep safe in different places?</b> <b>How and why do we care for others?</b> Days of the week Collecting	<b>What is different about us?</b> <b>How and why do we care for others?</b> Writing to a French school Collecting



<u>LKS2</u> <u>Cycle 1 - 2022-23</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	With Yorkshire Artists	In Ancient Greece	On a River	On The Savannah	In the Colosseum	Down the Mine
<b>Key Driver</b>	<p><b>Cultural capital</b> <b>Art</b> - Sculpture and drawing. Understanding and recognising famous artists (Local history).</p> <p><b>National Curriculum:</b> Local History (Leeds)</p> <p><b>Geography</b> - Name and locate counties and cities in UK Use compasses, grid references and symbols to build knowledge of the UK</p>	<p><b>History</b> - Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b>National Curriculum:</b> British History compared with an influential culture outside of the UK.</p> <p><b>Geography</b> - use maps, atlases, globes and computers to locate countries</p>	<p><b>Geography</b> - Settlements and land use Name all important rivers in Britain and some famous ones worldwide.</p> <p>Human and physical characteristics</p> <p>Features of a water cycle</p>	<p><b>Science</b> - Animal habitats food chains. How animals adapt to their in their environment. Compare with another extreme place.</p> <p><b>Geography</b> - Identify the position and significance of latitude, longitude etc</p>	<p><b>History</b> - Romans (British history) the Roman Empire and its impact on Britain. Julius Caesar’s attempted invasion in 55-54 BC</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p><b>Local history</b> - Leeds</p>	<p><b>Cultural Capital</b> <b>History</b> - Local history</p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Key events from Britain’s past using a range of evidence from different sources.</p>
<b>Other area</b>	<p><b>History</b> - Famous artists in the UK and around the world</p>	<p><b>Science (Biology)</b> - States of matter</p>	<p><b>Geography</b> - Identify Greece on a map Name important places</p>	<p><b>Geography</b> - Locate the Savannah on a map. Locate where the Savannah is found.</p>	<p><b>Art and DT</b> - Using different materials Using different tools to create effect</p>	<p><b>Geography</b> - Human geography. Distribution of natural resources .</p>

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Topic	With Yorkshire Artists	In Ancient Greece	On a River	On The Savannah	In the Colosseum	Down the Mine
<b>Science</b>	<b>Living things and habitats</b>  Classification Recognise that environments can change and pose dangers to living things Skeletons and muscles and nutrition Human impact on environments Identify local plants and animals	<b>Forces and magnets</b>  How things move on different surfaces Magnetic forces Grouping materials Describing magnets Looking for patterns in the way magnets behave Suggesting uses for magnets	<b>States of Matter</b>  Group materials for gases, liquids, solids The water cycle Observe materials changing states when they are heated or cooled Evaporation over time - observe changes	<b>Animals including humans</b> Food chains Simple digestive systems Types of teeth	<b>Electricity and sound</b>  Identify how sounds are made Patterns between pitch and volume Working scientifically - creating an experiment to test hypothesis Construct an electrical circuit / identify basic parts	<b>Rocks</b>  Compare and group different kinds of rocks How fossils are formed Recognise soils are made from rocks
<b>Foundation subjects</b> PSHE RE French Computing	What are the rules that keep us safe? What faiths are shared in our country? Recap greetings Numbers 13-31 Connecting	What can we do about bullying? How are important events celebrated? Months / Christmas Connecting	What are we responsible for? Why are gurus are the heart of belief and practice? Gurdwara trip Birthdays Coding	How can we eat well? Why are gurus are the heart of belief and practice? Family Coding	What jobs would we like? How do the Five Pillars guide Muslims? Animals Communicating	How can we describe our feelings? How do the Five Pillars guide Muslims? Weather Communicating

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Topic	Inside the Human Body	In the Stone Age	At the Workshop	At the Pyramids	In Victorian Yorkshire	In the Countryside
<b>Key Driver</b>	<p>Science (biology)</p> <p><b>National Curriculum</b> - digestion, teeth, muscles and skeleton</p>	<p><b>History</b> - Local history</p> <p><b>National Curriculum</b> - Local history changes, timelines of British history, changes throughout Britain</p>	<p><b>DT</b> - construction of a moving toy</p> <p><b>Science</b> - forces and magnets</p>	<p><b>History</b> - Must introduce Ancient Ancients first and then focus on Ancient Egypt</p> <p><b>National Curriculum</b> - Ancient Ancients specialising in Ancient Egypt</p> <p><b>Geography</b> - use maps, atlases, globes and computers to locate countries</p>	<p><b>History</b> - local history</p> <p><b>National Curriculum:</b> Beyond 1066</p> <p><b>Geography</b> - fieldwork Use compasses, grid references and symbols to build knowledge of the UK</p>	<p><b>Science</b> -</p> <p><b>National Curriculum:</b> plant life - basic structure and functions</p> <p>Life cycle/water transportation</p>
<b>Other area</b>	<p>PSHE - nutrition</p> <p>DT - food tech</p> <p>Art - sketching</p>	<p><b>Science</b> - rocks and soils to be taught discretely</p>	<p>DT - planning and evaluating</p> <p><b>Science</b> - materials</p>	<p><b>Art</b> - Sculptures</p> <p>DT - food tech</p> <p><b>Geography</b> - mapping skills, looking at maps</p>	<p><b>Art</b> - paint/collage</p>	<p><b>Art/DT</b> -sketching/painting</p> <p><b>Music</b> - describe, compose and perform</p>

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Topic	Inside the Human Body	In the Stone Age	At the workshop	At the Pyramids	In Victorian Yorkshire	In the countryside
<b>Science</b>	<p>Animals including humans</p> <p>Food chains</p> <p>Simple digestive systems</p> <p>Types of teeth</p>	<p><b>Rocks</b></p> <p>Compare and group different kinds of rocks</p> <p>How fossils are formed</p> <p>Recognise soils are made from rocks</p>	<p><b>Forces and magnets</b></p> <p>How things move on different surfaces</p> <p>Magnetic forces</p> <p>Grouping materials</p> <p>Describing magnets</p> <p>Looking for patterns in the way magnets behave</p> <p>Suggesting uses for magnets</p>	<p><b>Living things and habitats</b></p> <p>Classification</p> <p>Recognise that environments can change and pose dangers to living things</p> <p>Skeletons and muscles and nutrition</p> <p>Human impact on environments</p> <p>Identify local plants and animals</p>	<p><b>Light</b></p> <p>Recognise they need light to see things</p> <p>Light and dark</p> <p>Reflection</p> <p>Dangers of light</p> <p>Shadows</p> <p>Looking for patterns in shadows when the direction of light changes</p>	<p><b>Plants</b></p> <p>Plant life - basic structure and functions</p> <p>Life cycle/water transportation</p>
<p><b>Foundation subjects</b></p> <p>PSHE</p> <p>RE</p> <p>French</p> <p>Computing</p>	<p>What is diversity?</p> <p>How do Jews remember God's covenant with Abraham and Moses?</p> <p>Synagogue visit</p> <p>Alphabet</p> <p>Connecting</p>	<p>How can we be a good friend?</p> <p>How do Jews remember God's covenant with Abraham and Moses?</p> <p>Where do you live?</p> <p>Christmas</p>	<p>How can we keep safe in our local area?</p> <p>What is spirituality and how do people experience this?</p> <p>Pastimes and hobbies</p> <p>Coding</p>	<p>How can we keep safe in our local area?</p> <p>What do Christians believe about a good life?</p> <p>Sports</p> <p>Easter</p> <p>Coding</p>	<p>How do we grow and change?</p> <p>What do the creation stories tell us?</p> <p>School</p> <p>Collecting</p>	<p>How do we grow and change?</p> <p>What do the creation stories tell us?</p> <p>The body</p> <p>Collecting</p>

<u>UKS2</u> <u>Cycle 1</u> <u>2022-23</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Topic</b>	Frozen Kingdom	In the Blitz	Amongst the Fossils	On the Bus	In a Heartbeat	In the courtroom
<b>Key Driver</b>	<p><b>Science National Curriculum</b> - Adaptation and habitats</p> <p><b>History</b> - British History beyond 1066 - Titanic - who was to blame? Analyse sources from the past to explain why people acted as they did.</p> <p><b>Geography</b> - mapping skills Identify the position and significance of longitude, latitude, equator, northern and southern hemisphere. Use eight points of a compass, grid references, symbols and keys.</p>	<p><b>History</b> World War 2</p> <p><b>National Curriculum</b> - cause and effect. Beyond 1066</p> <p><b>Geography</b> - allies and axis Use maps, atlases, globes and computers to locate countries Use compasses, grid references and symbols to build knowledge of the wider world</p>	<p><b>Science</b></p> <p><b>National Curriculum</b> - evolution, adaptation and inheritances</p> <p><b>History</b> - significant lives, timeline of evolution</p> <p><b>Geography</b> - comparison study (fossils from 2 areas of the world)</p>	<p><b>British Values</b></p> <p><b>History</b> - Timeline of human Rights, Black History - Significant turning point in history.</p> <p>Cause and effect</p> <p><b>History</b> - events within living memory - links to refugees and the Black Lives Matter movement</p>	<p><b>Science</b> Animals including humans</p> <p><b>National Curriculum:</b> circulatory system, water transportation</p>	<p><b>History</b> Study of crime and punishment</p> <p><b>National Curriculum</b> - Cause and effect/case study</p>
<b>Other area</b>	<b>Art</b> - sketching	<b>DT</b> - designing and	<b>Art</b> - sculpture,	<b>Art</b> - sketching and	<b>PSHE</b> - SEAL	<b>Art</b> - Digital

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Topic	Frozen Kingdom	In the Blitz	Amongst the Fossils	On the Bus	In a Heartbeat	In the Courtroom
<b>Science</b>	<b>Working scientifically</b> Explore water resistance by making and testing boats of different shapes Plan different types of enquiries Take measurements Record data and results Make predictions Present findings Look at scientific evidence	<b>Light</b> How light travels Reflection Light sources Shadows Working scientifically e.g. designing and making a periscope / investigating via shadows puppets	<b>Evolution and inheritance</b> Changes over time Fossils as a source of information Living things and their offspring Adaptation that leads to evolution - <b>Mary Anning / Charles Darwin</b>	<b>Living things and habitats</b> Describe how living things are classified Give reasons for classifying plants and animals Life cycles and reproduction in plants and animals	<b>Animals including humans</b> Human circulatory system Exercise, diet, drugs and lifestyle Transportation of nutrients and water Body parts / internal organs	<b>Electricity</b> Circuits and voltage Brightness of bulbs, on off switches Use symbols in a simple circuit diagram Build series circuits Working safely with electricity Working scientifically - designing and making a burglary alarm
<b>Foundation subjects</b> PSHE RE French	What makes a community? How does growing up bring responsibilities? Directions Connecting	How can we manage money? What do Christians believe about old and new covenants? Visit from Christian Places in a town	How can we be safe online and using social media How do Sikhs show commitment? Time Coding	What makes us enterprising? How do Sikhs show commitment? Food and menus / culture Coding	What does discrimination mean? How do Jews remember Kings and Prophets in worship and in life? Revision of	SRE How do Jews remember Kings and Prophets in worship and in life? Shopping

<u>UKS2</u> <u>Cycle 2</u> <u>2023-24</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	In the Rainforest	In Mexico	On a Longboat	In the Landfill	At the Abbey	On the Space Station
Key Driver	<p><b>Geography</b> - Human impact on the rainforest</p> <p><b>National Curriculum:</b> physical geography, including: climate zones, biomes and vegetation belts</p> <p><b>Geography</b> - use maps, atlases, globes and computers to locate countries. Use compasses, grid references and symbols to build knowledge of the wider world.</p>	<p><b>History</b> - Mayans</p> <p><b>National Curriculum</b> - Non-European Civilisation (advanced society)</p> <p><b>Geography</b> - physical and human features</p>	<p><b>History</b> - Viking rule and anglo-saxons. (Local history comparison of Leeds)</p> <p><b>National curriculum:</b> Key events in British history (chronology)</p> <p><b>Geography</b> - Mapping the Viking journey and settlements across the Uk.</p>	<p><b>Science</b> - sustainability and materials</p> <p><b>National Curriculum:</b> Properties and changes in materials</p>	<p><b>History</b> - Local history (Kirkstall Abbey) and the Tudor period. (British history)</p> <p><b>National curriculum:</b> Key events in British history (timeline of significant events).</p> <p><b>Geography</b> - comparison study with another country within Tudor period.</p>	<p><b>Science</b> - Earth and space, forces.</p> <p><b>Geography</b> - Identify time zones, including day and night.</p> <p><b>History</b> - Key people and events in British and national history.</p>
Other area	<b>Science</b> - Habitats and life cycles of	<b>Music</b> - describe, transcribe	<b>DT</b> - designing and evaluating	<b>DT</b> - Mechanics (Making an item	<b>Art</b> - sketching and painting	<b>Art</b> - Peter Thorpe space art study

<u>UKS2</u> <u>Cycle 2</u> <u>2023-24</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	In the Rainforest	In Mexico	On a longboat	In the Landfill	At the Abbey	On the Space Station
<b>Science</b>	<b>Living things and habitats</b>  Life cycles of a mammal, amphibian, insect and bird Process of reproduction of plants and animals Observe and compare from the local environment with the rainforest	<b>Animals including humans</b>  Describe changes as humans develop to old age Learn about changes experienced in puberty Different gestation periods in animals and humans	<b>Forces</b>  Explain the force of gravity Identify effects of air resistance, water resistance and friction Mechanisms and their forces Explore	<b>Properties and changes of materials</b>  Compare and group everyday materials on the basis of their properties Substances and solutions Solids, liquids and gases Reversible and irreversible changes	<b>Working scientifically</b>  Plan different types of enquiries Take measurements Record data and results Make predictions Present findings Look at scientific evidence	<b>Earth and Space</b>  Movement of planets in the solar system in relation to the sun Movement of the moon in relation to Earth Earth's rotation to explain day and night Learn the classification of the sun, moon and planets. E.g. sun = star
<b>Foundation subjects</b>  <b>PSHE</b>  <b>RF</b>	<b>How can we manage risk?</b> <b>Why are some journeys and places special?</b> <b>Visit from a Muslim</b>	<b>How can money affect us?</b> <b>Why are some journeys and places special?</b> <b>Clothes</b>	<b>How can we stay healthy?</b> <b>What values are shown in codes of living?</b>	<b>What are human rights?</b> <b>What values are shown in codes of living?</b>	<b>What makes a healthy and happy relationship?</b> <b>Should we forgive others?</b>	<b>SRE</b> <b>Should we forgive others?</b> <b>French culture and revision of all</b>