

History Geography Art

Science RE MFL (Spanish) PE SMSC Computing DT (separate planning) **Art** has separate planning when there are no links with LPs.

Music is taught by a peripatetic teacher. It focuses on discrete teaching of the music curriculum but makes links with LPs where relevant and meaningful.

History Perspectives: Political, economic, military, religious, social, scientific, technological, cultural, artistic

Connections: local regional national international – connections, contrasts, trends over time

Year 3	Autumn	Spring	Summer
Learning project	Tudors Social, political, cultural and artistic	Natural Disasters	Mining – changes in land use Economic, social and political
Question	What was Tudor life like for women, men and children in Nottinghamshire?	Would you survive a natural disaster?	Should the mines have been closed?
Character strengths	Curiosity, kindness	Courage, kindness	Perseverance, self-belief
Dilemma	Pupils become historians. They travel back in time to discover a woman thrown in a tower (Bess of Hardwick). Who is she? Why is she there? Should she be left to die in the tower? How could they save her?	Pupils live on an island where a natural disaster occurs. What do they do to survive? How does the island change? How will they help undo the damage? What is the environmental, social and economic impact?	Children discover a letter written in the past they travel back in time to solve the dilemma. They become the person addressed in the letter and they have to decide what to do? Who wrote the letter? What was their life like? What will happen if all the mines close?
History	A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066. Changes in an aspect of social history:	Natural disasters in the past. When and where?	Local history study: life in the mines in the past and the impact on where we live today. Consider the impact of the mines closure – understand this is a part of their heritage.

	<p>What changes did the Tudors bring about? How did this impact on different members of society? Compare the lives of the rich and poor Why was Bess such an important and unusual figure?</p>		
Geography	<p>Locate the world's countries on a map focusing on Europe. Name the geographical regions of the UK and their key features. Locate the Midlands Locate important Tudor buildings in the Midlands particularly Hardwick Hall and including Nottingham Castle. Build on pupils' prior knowledge of Robin Hood. Locate important Tudor buildings in England.</p>	<p>Describe and understand key aspects of physical geography – volcanoes and earthquakes. Locate the world's countries and their major cities. Concentrating on key physical characteristics.</p> <p>Fieldwork: observe, record and present physical features in the local area using a range of methods. Include rocks in the local area (see science exemplification from website)</p>	<p>Locate the Midlands and other geographical regions in the UK, counties, cities and land use patterns and their change in use over time. Identify key topographical features. Locate countries which still mine for coal What are the physical characteristics left as a result of mining such as local pit tips (nature reserves)? Human geography: land use and economic activity. How are natural resources distributed around the world including minerals? How do we use the land? Fieldwork: observe, record and present the physical features in the local area using a range of methods - visit local area and pit tips</p>
Art	<p>Sketch a Tudor house Observation drawing from Tudor portraits</p>		<p>George Bissell – local miner turned artist Outdoor sketches of landscapes</p>
Year 4	Autumn	Spring	Summer
Learning project	<p>An Italian Study Scientific and technical</p>	<p>The Viking and Anglo Saxon struggle for England Military, political, economic and religious</p>	<p>Roman impact on Britain Military, political, economic and religious</p>
Question	<p>What is meant by Bella Italia?</p>	<p>How did the Vikings try to take over the country and how close did they get?</p>	<p>What effect did the Roman invasion have on Britain?</p>

Character strengths	Curiosity, courage and kindness	Perseverance, self-belief and courage	Perseverance and kindness
Dilemma	Pupils become tour operators. They need to advise someone who wants a holiday to Italy. They want to go somewhere very different and they give a list of requirements. The pupils are given a region of Italy to research compare and contrast with a region in England.	Pupils become young Vikings– the longboat sails for England. What happens when they get there? What do they discover? Where do they settle? Do they become the traders or raiders? What is their relationship with the Anglo Saxons?	Pupils have been commissioned by a museum to examine a Roman security box and its contents. They study the artefacts and try to piece together what they are and who they belonged to. Why was the box buried? Why are some of the objects so ordinary? What happened to the people that buried it? Why did no one come back and reclaim it? How did these people impact on Britain?
History	Famous Italians e.g. Galileo Books - I, Galileo and Starry Messenger	The Viking and Anglo Saxon struggle for the kingdom of England.	Building on their learning about Italy. The Roman Empire and its impact on Britain Link to Britain's settlement by Anglo Saxons and Scots.
Geography	Locate the world's continents and countries using maps to focus on Europe (including the location of Russia) Know the major cities. Understand the geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy) Physical geography: climate zones, rivers, biomes vegetation belts, mountains, volcanoes, earthquakes. Compare and contrast land use Fieldwork: observe, record and present physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology. Include rocks in the	Identify the position and significance of latitude and longitude, the Equator, the northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, prime/Greenwich, meridian and time zones. Use the 8 points of a compass, four figure grid references, symbols and key to (ordinance survey maps) to build their knowledge of the UK and wider world. Where did the Vikings come from? Look at the regions of England and compare to Viking and Anglo Saxon times. What landmarks give us clues to the struggle for England? Why did they both want to own the land? Who won and how?	Locate countries of the world and major cities using maps to focus on Europe (including the location of Russia) Name and locate countries and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers) Examine where in Britain there is evidence of Roman invasion. Examine Roman sites and Roman remains around Britain. Where are they? How do we know they are Roman? What impact did these have? How does it affect us today? Identify the position and significance of latitude and longitude, the Equator, the northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, prime/Greenwich, meridian and time zones.

	local area (see science exemplification from website)		Fieldwork: observe, record and present physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology
Art	Renaissance art – Leonardo da Vinci, Michelangelo Book – Katie and the Mona Lisa Art with Mati and Dada.	Anglo Saxon art and culture including jewellery and patterns	Roman mosaics and pots
Year 5	Autumn	Spring	Summer
Learning project	The Golden Age of Islam Cultural, artistic, economic, political and religious	Our Blue Planet	Ancient Greece Political, scientific, cultural, artistic and religious
Question	Why should we learn about the early Islamic civilisations?	Should we put the needs of humans above the needs of the planet and its ecosystems?	Why was Athens so strong in the 5th and 6th century BC?
Character strengths	Curiosity and kindness	Perseverance, courage and kindness	Curiosity, self-belief and courage
Dilemma	Pupils are researchers in the Great Library of Baghdad. They are searching for new stories for Scheherazade to tell the King every night to keep her alive.	Pupils time travel into the future and face a very different world. They learn about the oceans and how human impact has destroyed the ecosystems there. Can they go back to the present and persuade humankind to change?	The Battle of Marathon Pupils take on the role of Miltiades of Athens. How do they prepare to beat the Goliath of Persia?
History	A non-European society that provides contrasts with British history A study of Baghdad. Comparison of the golden age of Islam with the dark ages of Europe.		A study of Greek life and achievements and their influence on the western world Scientists: Archimedes - was the King's crown made from pure gold? How could Archimedes help defend Syracuse against an overwhelming Roman naval force?
Geography	Economic activity in the past. Trade routes during the Golden Age of Islam. Types of settlement, land use and economic activity.	Study of the oceans. Name and locate the countries and cities of the UK geographical regions and human and physical characteristics (the coasts.)	Use the eight points of a compass, four and six figure grid references, symbols and keys (including Ordnance Survey maps) to build their knowledge of the UK and the wider world.

	<p>Locate the world's continents and countries, using maps. Concentrate on their environmental regions and identifying their human and physical characteristics. Key topographical features (including hills, mountains, coasts and rivers)</p> <p>Use the 8 points of a compass, four and six-figure grid references, symbols and key to (ordnance survey maps) to build their knowledge of the UK and wider world.</p>	<p>Locate the world's continents and countries and major cities, using maps. Concentrate on their environmental regions and identifying their human and physical characteristics. Key topographical features (including hills, mountains, coasts and rivers)</p> <p>Identify the position and significance of latitude and longitude, the Equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, prime/Greenwich meridian and time zones</p> <p>Research renewable energy Consider the human impact on the Earth.</p> <p>Fieldwork: observe, record and present physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology. What evidence can we see of our impact locally?</p>	<p>Name and locate the countries and cities of the UK.</p> <p>Locate the world's countries and continents and major cities, using maps. Identify the position and significance of latitude and longitude, the Equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, prime/Greenwich meridian and time zones</p> <p>Human geography and types of settlement and land use, economic activity including trade links and the distribution of natural resources.</p> <p>Use the 8 points of a compass, four and six-figure grid references, symbols and key to (ordnance survey maps) to build their knowledge of the UK and wider world.</p>
Art	Early Islamic art Observational drawings of artefacts	Recycled art Hokusai's wave Washed Ashore artists website Andy Goldsworthy temporary art	Observational drawings and paintings of Greek pots Drawings of human figures in sports poses (using wooden art figure as starting points)
Year 6	Autumn	Spring	Summer
Learning project	Ancient Egypt Cultural, artistic, scientific, technological, religious and economic	Hola Mexico	Stone Age Social, cultural and religious
Question	What did the ancient Egyptians believe about death and what happens beyond?	With so many natural resources, why is there so much poverty?	Who was the Red Lady and why was she significant?

Character strengths	Curiosity and courage	Perseverance and self-belief	Curiosity and kindness
Dilemma	TBC	TBC	TBC
History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one aspect		Changes in Britain from the Stone age to the Iron age Tribal kingdoms – farming, art and culture in early society What was life like? How do we know about prehistoric life when no one wrote anything down? Similarities and differences between the 3 ages – what have archaeologists discovered? What is still evident today? Study of Scara Brae
Geography	<p>Study the key aspects of physical geography - rivers, the water cycle Link to science (changes of state)</p> <p>Identify the position and significance of latitude and longitude equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, prime/Greenwich meridian and time zones</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys (including ordnance survey maps) to build their knowledge of the UK and the wider world Describe and understand the key aspects of human geography: types of settlement and land use, economic activity including trade</p>	<p>Understand geographical similarities and differences. Study the human and physical geography of a region within North America.</p> <p>Name and locate the world's countries and continents, using maps to focus on Europe including Russia and North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Concentrate on their environmental regions and identifying their human and physical characteristics. Key topographical features (including hills, mountains, coasts and rivers)</p> <p>Fieldwork: observe, record and present physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology</p>	<p>Neolithic Britain map Neolithic sites and locations around Britain and the world.</p> <p>Fieldwork: observe, record and present physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technology</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and keys (including ordnance survey maps) to build their knowledge of the UK and the wider world Describe and understand the key aspects of human geography: types of settlement and land use, economic activity including trade links and the distribution of natural resources</p> <p>Name and locate the world's countries and continents, using maps to focus on Europe including Russia and North and South America concentrating on their environmental regions, key physical and</p>

	links and the distribution of natural resources	<p>Economic activity: land use, trade links, distribution of natural resources including energy, food, minerals and water, metals like silver and copper, valuable natural resources. Why do so many people live in poverty?</p> <p>Identify the position and significance of latitude and longitude equator, northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, prime/Greenwich meridian and time zones</p> <p>Describe and understand physical geography: climate zones, rivers, biomes vegetation belts and mountains, volcanoes, and earthquakes.</p>	human characterises, countries and major cities.
Art	Egyptian hieroglyphs, Canopic jars, drawings on papyrus	Mexican artist – Frida Kahlo Observational drawings of Mexican artefacts and textiles - weaving	Cave paintings