






## 2018-2019 Curriculum Map

| <u>Autumn Term</u>   | <u>Spring Term</u>  | <u>Summer Term</u>  |
|--|---|---|
| <p><b><u>The Ancient Egyptians</u></b></p>    | <p><b><u>Food from around the world</u></b></p>   | <p><b><u>Our planet. Our responsibility.</u></b></p>   |
| <p><b><u>What was life like in Ancient Egypt?</u></b></p> <p><b><u>Key outcomes for the project</u></b></p> <p>We will be exploring the achievements of the ancient Egyptians. Where and when the civilisation appeared and what life was like. We will look at the type of settlements and land use, economic activity including trade links and the distribution of natural resources, specifically examining how the River Nile was a valuable resource for the ancient civilisation.</p> | <p><b><u>Where does food come from?</u></b></p> <p><b><u>Key outcomes for the project</u></b></p> <p>We will investigate different food from around the world. We will explore how the climate of the country will affect the food, which is consumed, and how increasing diversity changes the food culture of a country. We will link food to health and look at how humans need the right amounts of nutrition to survive.</p> | <p><b><u>Can we change for the better?</u></b></p> <p><b><u>Key outcomes for the project</u></b></p> <p>We will look at climate change and the impact humans have on this. We will explore how important plants are to life and recognise that environments can change and that this can sometimes pose dangers to living things. We will investigate ways in which we could help to preserve our planet for future generations by educating others in ways to change their behaviours.</p> |

## Curriculum coverage

### History

- Develop a chronologically secure understanding of world history
- The achievements of the earliest civilisations- an overview of where and when the Ancient Egyptians appeared
- Devise historically valid questions about change, cause, similarity and difference and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

### Geography

- Describe and understand key aspects of human geography
- Use maps, atlases, globes, and digital mapping to locate countries and describe features studied.

## Curriculum coverage

### Geography

- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Name and locate counties and cities of the United Kingdom
- Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere
- Use the eight points of a compass, four and six grid references, symbols, key to build their knowledge of the United Kingdom and the wider world

### Design and technology

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominately savoury dishes using a range of techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

## Curriculum coverage

### Science

- Identify and describe the functions of different parts of flowering plants.
- Explore the requirements of plants for life and growth and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Compare and group materials together, according to whether they are solids, liquids and gases
- Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
- Make systematic and careful observations and take accurate measurements using standard units using a range of equipment.

### **Science**

- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change.
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and take accurate measurements using standard units using a range of equipment.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, labelled diagrams, bar graphs and tables
- Using results to draw simple conclusions and raise further questions

### **Art and design**

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Taught about great architects in history

### **Science**

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey
- Make systematic and careful observations and take accurate measurements using standard units using a range of equipment.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, labelled diagrams, bar graphs and tables
- Using results to draw simple conclusions and raise further questions

### **Art and design**

- Taught about great artists in history
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, labelled diagrams, bar graphs and tables
- Using results to draw simple conclusions and raise further questions

### **Geography**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycles

### **Art and design**

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

### Computing

- Design, write and debug codes that accomplish specific goals and solve problems by decomposing them into smaller parts
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

### Design and technology

- Understand how key events and individuals in design have helped shape the world
- Understand and use mechanical systems in their products e.g pulleys.

### Languages

- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations; ask and answer questions

### Computing

- Use search technologies effectively, appreciate how search results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### Languages

- Present ideas and information orally to a range of audiences
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material

### Music

- Listen with attention to detail and recall sounds with increasing aural memory

### Computing

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

### Languages

- Appreciate stories, songs, poems and rhymes in the language
- Describe people, places, things and actions orally and in writing.

### Music

- Use and understand staff and other musical notations

### P.E.

- Taught to swim competently, confidently, proficiently over a distance at least 25metres
- Use a range of strokes effectively
- Perform safe self-rescue in water based situations

### Music

- Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression

### P.E.

- Play competitive games and apply basic principles for attacking and defending
- Perform dances using a range of movement patterns

### R.E.

- The prophets of Islam. Why are the stories of the prophets so important to Muslims?
- Values and commitments How is Christmas celebrated around the world?

### P.E.

- Play competitive games and apply basic principles for attacking and defending
- Use running, jumping, throwing and catching in isolation and combination

### R.E.

- Hinduism- How do Hindus express their faith and what does this tell us about their values?
- Jesus in Christian belief

### R.E.

- Core beliefs and practices in Sikhism. What do the 5 Ks tell us about Sikhism?
- Saintly Living. What can Christians learn from the saints?