Conway Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Transition / Once there lived…	Once upon a time…	We're going on a…	Journeys near and far	One Sunny Day…	The next thing we knew…
	Pupils will spend some time settling into the nursery environment. They will learn about themselves and the things they like – linked to all their senses. They will learn about their families and how things have changed since they were babies. Pupils will begin to notice the similarities and differences between themselves and their classmates. Pupils will look at the local area and the different jobs that people do in the community.	Pupils will spend time learning a range of nursery rhymes and traditional tales. The main focus will be on: The gingerbread man with opportunities for baking role play Goldilocks – pupils will make porridge, learn about size, textures and temperatures as well as discuss their likes and dislikes 3 little pigs – pupils will look at a range of materials and their differences, similarities and properties Little red riding hood – pupils will discuss how we care for our families, discuss journeys and how to keep ourselves safe.	This unit is based around the story – we're going on a bear hunt. Pupils will learn about the nature that can be found in a forest and how we respect the world around us. Pupils will then go on a farm animal hunt and will learn about the job a farmer does. They will learn about farm animals and their young and how we care for them. Pupils will learn about the things we get from the farm. Pupils will finally go on a sea creature hunt and will learn about the contrasting environment we find under water. Pupils will take this opportunity to sort floating and sinking objects and consider how we care for our seas.	Pupils will learn about the different modes of transport and the wealth of jobs that are linked. They will focus on things with wheels and discover how they work. Pupils will consider appropriate vehicles for different journeys and why some choices are better than others. Pupils will role play journeys to different countries. Pupils will select appropriate materials to make a floating ship and an aerodynamic aeroplane. They will use the ramps to consider the effect forces have on moving things.	Pupils will plant seeds and observe the changes that happen as they grow. They will have a chance to become gardeners and will learn how to care for the world around us. They will learn about minibeasts that live in our garden and find out about their life cycles.	Pupils will learn about things have changed since they were babies and how things will continue to change as they grow older. They will learn about the jobs that their family members do and will think about their hopes and aspirations for the future and the different jobs they might be able to do. This is an opportunity to consolidate prior learning to ensure pupils are ready for the next stage in their Conway learning journey.
Development Matters 3 and 4 year olds	Use all their senses in hands on exploration of natural materials Make sense of their own life story and family history	Use all their senses in hands on exploration of natural materials Materials and their properties	Show an interest in different occupations Understand key features of the life cycle of a plant and animal	Show an interest in different occupations Explore how things work Explore and talk about forces they can feel	Use all their senses in hands on exploration of natural materials Plant seeds and care for growing plants	Make sense of their own life story and family history Show an interest in different occupations

	Show an interest in different occupations Respect and care for environment and living things Continue developing positive attitudes about the differences between people	Talk about the differences between materials	Respect and care for environment and living things Materials and their properties Talk about the differences between materials	Know there are different countries in the world and talk about experiences and photos	Understand key features of the life cycle of a plant and animal Respect and care for environment and living things	Understand key features of the life cycle of a plant and animal
Reception	Transition and Once there lived…	Once upon a time…	We're going on a…	Where in the world…	One Sunny Day…	The next thing we knew…
	During transition time, pupils read the magical Yet and are introduced to the characteristics of effective teaching and learning. Pupils will learn about themselves and their families. Pupils will then learn about the local community and will make simple maps of the places that are special to themselves and their families. Pupils will describe the changes (using all their senses) that are happening as we head into Autumn.	Pupils will spend time learning in detail about the characters from some of their favourite stories. They will begin the unit focussing on 'Room on the Broon' making links to the Halloween celebrations. They will then learn about The Gruffalo. This will be a chance for the pupils to compare the qualities of the different animals that the mouse meets. Pupils will then move onto the Gruffalo child and discuss the changes that happen in the world around us as we move into Winter. Finally, we will read Stick man and learn about the traditions associated with the Christmas celebrations.	This unit is based around the story – we're going on a bear hunt. Pupils will compare and contrast the forest environment to where they live in Sparkbrook. Pupils will then learn about jungle animals and find out about another new environment. Pupils will learn why jungle animals live in different parts of the world and are not found in Birmingham (other than in the zoo!) Pupils will finally have an opportunity to be imaginative and discover a world completely different to what we see today. They will go on a dinosaur hunt and dig for fossils.	Pupils will reflect on photographs and experiences of their local area and how it has changed over time (homes, transport etc). Pupils will make maps of the places in Birmingham that are important to them. Pupils will find out about where members of their families are from and we will learn about how life is different in these places of the world. (places will depend on intake of pupils) Members of the community from places around the world will be invited to come and tell stories of what life was like when they were young living abroad.	Pupils will consolidate what they know about the changing of the seasons through the story of the tiny seed. They will spend time in the garden / planting area to learn how to care for the environment around them. They will learn about the wide range of things that grow (fruit, veg, herbs) and experiment with cooking and tasting new things (linked to the senses). Pupils will read the story 'What the ladybird heard' and create their own simple maps linked to the school environment. Pupils will consolidate what they know about life cycles and caring for	This half term is an opportunity for pupils to consolidate their learning so they are ready to move to KS1. They will recap the jobs they have already found out about and then think about jobs for their own futures. Pupils will learn about keeping safe as they grow older (including road safety) and will learn about the people in the community who can help us, doctors, police officers. They will also learn about how to look after themselves as they grow older – linked to oral and physical health.

					living things when they hatch chicks from eggs.	

Development Matters – Reception pupils	Talk about members of their immediate family and community Name and describe people familiar to them Draw info on a simple map Understand that some places are special to members of the community Explore the natural world around them Describe what they see, hear, feel outside Understand the effect of the changing seasons on the natural world around them - Autumn	Compare and contrast characters from stories including figures from the past Recognise that people have different beliefs and celebrate special times in different ways Understand the effect of the changing seasons on the natural world around them - Winter	Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them Recognise some environments are different from the one in which they live	Talk about members of their immediate family and community Comment on images of familiar situations in the past Draw info on a simple map Understand that some places are special to members of the community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them Describe what they see, hear, feel outside Recognise some environments are different from the one in which they live Understand the effect of the changing seasons on the natural world around them - Spring	Draw info on a simple map Recognise that people have different beliefs and celebrate special times in different ways Explore the natural world around them Describe what they see, hear, feel outside Recognise some environments are different from the one in which they live Understand the effect of the changing seasons on the natural world around them – All seasons	Name and describe people familiar to them Understand the effect of the changing seasons on the natural world around them - Summer

Conway Curriculum Map

Year One	Where we live: Geography	Bonfire Night: History	Weather around the world: Geography	Family History: History	A trip down under Geography	Battles and Castles: History
	Pupils will learn about the geography of their school and the surrounding area through fieldwork and using aerial photographs. They will construct simple maps of their local area with key human and physical features. They will learn to place Birmingham on a map of the UK.	Pupils will learn about the key events that led to Guy Fawkes' attempted assassination of King James I. Pupils will learn about how life was different in	Pupils will locate the 7 continents and 5 oceans on world maps and atlases, as well as the equator and the poles. They will learn about a country with a hot climate and a contrasting country with a cold climate and will be able to describe some of the physical and human features of these places.	Pupils will learn about the changes between the lives of their parents and Grandparents and their own. They will find out about toys from the time when their Grandparents were alive and how different they are to today. Pupils will learn about key changes to Sparkbrook during this time.	Pupils will recap their knowledge of the local area and its physical and human features. They will then learn about a small area in the Australian outback and find out the similarities and differences between these two places. Pupils will have opportunities to recap their place knowledge of the UK and the world's continents.	Pupils will find out about what happened in 1066 – the battle of Hastings. They will study William the Conqueror and learn about the castles he built around the country. Pupils will visit a significant castle in the locality.
N.C.	- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] - the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of	- name and locate the world's 7 continents and 5 oceans - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life - significant historical events, people and places in their own locality	- name and locate the world's 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a	- significant historical events, people and places in their own locality - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

	- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	life in different periods -	- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		contrasting non-European country - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -	
	Ourselves (AIH): Science	Everyday materials	Seasonal Changes: Science	Being Scientists	Animal classification: Science	Growing Plants: Science
N.C	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	- distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.	- Opportunities for pupils to demonstrate working scientifically skills in a range of situations.	- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety	- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees.

		- compare and group together a variety of everyday materials on the basis of their simple physical properties.			of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	
Year Two	Great Fire of London: History	The United Kingdom: Geography	Habitats around the world: Geography	Heroes through history	Chocolate	A Seaside Holiday
	Pupils will learn about the Great plague and the key events during the GFOL. They will learn about Samuel Pepys and his diaries and how they are used to tell us details about the event. They will learn about how London changed following the fire and the influence of the architect Christopher Wren.	Pupils will learn about the UK, its countries and their capital cities. They will describe the position of these places using directional language. Pupils will learn to describe the key human and physical features of these places.	After a recap of Sparkbrook / Birmingham prior knowledge, pupils will go on to learn about the key human and physical features of a variety of locations around the world associated with the habitats of different animals. Pupils will have opportunities to consolidate their locational knowledge of the world.	Pupils will learn about Mary Seacole and Florence Nightingale and compare the lives of these historical heroes. Pupils will learn about life during these historical times and how it differs to today.	Pupils will look at the history of chocolate and find out where it originated from. They will then spend time looking at Bournville and the Cadbury family and the impact they had on the local area. Pupils will study the timeline of Cadbury chocolate.	Pupils will visit a sea-side area in the UK and research its physical and human features as well as weather patterns and climate. They will then compare this to a seaside holiday resort in a non-European country (Caribbean?). Pupils will design simple maps with keys of the different areas. How are these seaside resorts different to Sparkbrook?
N.C	- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,	- name and locate the world's 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - understand geographical similarities and	-the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong,	- significant historical events, people and places in their own locality	- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,

	- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map - -	differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
	Uses of everyday materials	Animals including humans	Living things and their habitats	Living things and their habitats – dead / alive and food chains	Plants	Being scientists
	- identify and compare the suitability of a variety of everyday materials, including	- notice that animals, including humans, have offspring which grow into adults	- identify that most living things live in habitats to which they are suited and	- explore and compare the differences between things that are living, dead, and	- observe and describe how seeds and bulbs grow into mature plants	- Opportunities for pupils to demonstrate working scientifically

	- wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	- find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	- describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats	- things that have never been alive - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	skills in a range of situations.
Year Three	Stone Age to the Iron Age	Mountains and volcanoes	Earthquakes and natural disasters	Ancient Greece	Our City - Birmingham	The Romans
	Pupils will study the changes that happened in Britain from the Stone age through to the iron age, paying particular attention to the advancements in civilisation.	Pupils to learn about the key mountain ranges of the world and to make comparisons between the mountains in the UK with the tallest mountains in the world. Pupils to learn about the structure of the earth and how this relates to the formation of volcanoes. Pupils learn about the effect that volcano eruptions have on human and physical geography	Pupils start the unit by learning about fault lines and the damaging effects earthquakes can have. Pupils will then	Pupils will explore the Ancient Greeks and the enormous advancements in technology, mathematics, art, politics and architecture that happened during the period. Pupils will compare the lives of in particular with politics and science. Pupils will look at differing lives of the Spartans and the Athenians as well as the wealthy slave owners and the slaves.	In this unit pupils will learn about the human Geography of Birmingham. They will learn about the amazing canal system and how it was used to trade, transport goods and natural resources. They will learn about the types of settlements in Birmingham. Pupils will visit the city centre to use fieldwork to observe and map the key features including the back to back houses.	Pupils will learn about the Roman Empire and its impact on Britain. They will learn about the Roman advancements to civilisation. They will learn about Julius Caesar, Hadrian's wall, Boudicca and the end of the Roman Empire.
NC	changes in Britain from the Stone Age to the Iron Age This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae	- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		- Ancient Greece – a study of Greek life and achievements and their influence on the western world	- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical	- the Roman Empire and its impact on Britain This includes: - Julius Caesar's attempted invasion in 55-54 BC

	- Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture	- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	- the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity -
	Forces and Magnets	Rocks and Fossils: Science	Animals including humans	Plants	Light and shadows
	- compare how things move on different surfaces - notice that some forces need	- compare and group together different kinds of rocks on the basis of their	- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	- identify and describe the functions of different parts of flowering plants:	- recognise that they need light in order to see things and that dark is the absence of light

	- contact between 2 objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having 2 poles (make links to the Geography of our planet) - predict whether 2 magnets will attract or repel each other, depending on which poles are facing	- appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter	- identify that humans and some other animals have skeletons and muscles for support, protection and movement		- roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) 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	- notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change
Year Four	Crime and Punishment	Europe	Anglo-Saxons	The Vikings	Raindrops to rivers	
	In this unit pupils will learn about how crime and punishment has changed from 1066 to today.	Pupils to go on a journey through Europe learning locational knowledge of the different countries	Pupils learn that the Anglo Saxons and the Scots settled in Britain at the end of the Roman	Pupils will learn about raids and invasions, Alfred the Great and Athelstan. They will learn about law,	Pupils start the unit by learning about the water cycle. They then go on to study the rivers and major lakes of the world. They will use locational knowledge to locate the rivers and find out about the	

	Pupils will learn about the different time periods.	and their environmental regions. They will then conduct a detailed geographical study of an area in France (Paris?) looking at the key human and physical geographical features of the area.	Empire. Pupils will find out about invasions, settlements and village life. They will learn about art, culture and religion.	justice and Danelaw. Finally they learn about Edward the Confessor and his death leading to the Battle of Hastings in 1066.	key topographical features. Pupils will use fieldwork to investigate real rivers to see their features within the environment.
	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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	- Britain's settlement by Anglo-Saxons and Scots - This includes: - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne	- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - This includes: - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066	- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

		country, and a region in North or South America -				
	Electricity: Science	Sound: Science	Digestive system and teeth	Food Chains	States of matter	Living things and their habitats (classification)
	- identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common	- identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance	- 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	- compare and group materials together, according to whether they are solids, liquids or 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 (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	- recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things

	conductors and insulators, and associate metals with being good conductors	from the sound source increases				
Year Five	I have a dream: History	Stratford: Geography	The Tudors: History	The world from above: Geography	The Amazon: Geography	The Golden Age (Islamic Civilisation): History
	Pupils will research human rights throughout history focussing on the slave trade, apartheid and finally making comparisons with modern day racism. Pupils will consider how we can make the world a fairer place for future generations.	Pupils will study Stratford – an area in close proximity to Sparkbrook, but with contrasting physical and human geographical features. Pupils will study maps and find landmarks using grid references and compasses. Pupils will use fieldwork and other sources to find out about the area in detail. They will make comparisons both with Sparkbrook and Paris.	Pupils will learn about life and times in Tudor England and the changes that took place with the various monarchs. They will learn about Tudor life, crime and punishment, and religion.	Pupils will learn about our planet as seen from above. They will recap the continents and learn about the hemispheres, key lines of latitude and longitude. They will recap how the poles affect compasses. Pupils will find out about how they can look after our planet for future generations	Pupils will recap their knowledge of the tropics and locate the rainforests of the world. They will then spend time learning about the Amazon rainforest in South America. They will learn about the human and physical geographical features and then compare to an area in the UK.	Pupils will learn about early Islamic civilisation. They will study Baghdad. Pupils will find out about how this civilisation began and the changes that occurred during this time. They will focus on religion, way of life, trade and settlements.
	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	- 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	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,	- 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	- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

		region in North or South America - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom		the Prime/Greenwich Meridian and time zones (including day and night) - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) -	region in North or South America - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	

		and the wider world - use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies				
	Properties and changes of materials		Forces	Earth and Space	The Circle of Life (Include Y6 objectives on animal classification)	
	- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic		- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act	- describe the movement of the Earth and other planets relative to the sun in the solar system - describe the movement of the moon relative to the Earth - describe the sun, Earth and moon as approximately spherical bodies - use the idea of the Earth's	- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals - describe the changes as humans develop to old age - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics	

	- demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		- between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	rotation to explain day and night and the apparent movement of the sun across the sky		
Year Six	Industrial Revolution (Tolkein's Birmingham)	From Siria to Britain (Refugees- Boy at the back of the class)	WW2 History	Galapagos	Ancient Egypt	Geography Skills
	Pupils will learn about the changes that took place in Britain, especially Birmingham, during the Industrial Revolution. They will explore the growth of Birmingham, including industrialisation and immigration and learn about influential individuals from the area at this time.	Pupils will base this unit on the story of the boy at the back of the class. They will plot out the journey that the key character and his family take on maps. It will be an opportunity to consider key arguments surrounding immigration. Pupils will consider settlement, land use and natural resources in the contrasting countries and consider why it was important that the	Pupils will learn about this significant turning point in British history. They will consider the events leading up to WW2, key events during the war, and the lasting message it gives us. Pupils will learn about rationing and evacuees. Pupils will learn about the diversity within the armed forces at the time.	Pupils will study these small islands off the coast of South America and find out about the unique eco systems. They will explore just how different this place is to Europe and the UK. Pupils will learn about the key physical and human features and make links to the evolution and inheritance unit being studied in science at the time.	Pupils will learn about this ancient civilisation. They will learn about what life was like for the different classes in society, the belief system and amazing engineering feats of the time. Pupils will consider Egyptian representation in literature and consider its accuracy.	This will be an opportunity for pupils to consolidate their compass, mapwork and fieldwork skills that have developed ofer KS2. Pupils will try orienteering and design treasure hunting maps with the 8 compass points. They will design sophisticated local area maps with keys.

		journey was made, no matter how risky.				
-	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain	- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and	- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain	- 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 in North or South America - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China	- Consolidation - use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies -

		describe features studied				
	Electricity	Amazing bodies	Survival of the fittest	Light	Classifying animals	Being Scientists
	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram	- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans	- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	- recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics	- Consolidation of learning so far. Opportunity to look back and revisit key objectives. - Pupils to design and conduct their own scientific investigations into areas of interest and record their data accordingly.