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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Science**  **LC** | Biology-Animals, including humans  **What happens to the food we eat?** | | Physics-Sound  **How does sound travel?** | Physics-Electricity  **What can electricity run?** | Biology-Plants  **How can we group living things?** | Biology-Living thingsand their habitats  **Can we identify and name a variety of things in our local environment?** |
| **History/Geog. LC** | **What did the Ancient Greeks achieve and how did they influence our lives?** | **How did the Romans change Britain?** | **How do some earthquakes cause more damage than others?**  **How do volcanoes affect people’s lives?** | |  | **How does the water cycle work?** |
| **Key Knowledge** | Ancient Greece – a study of Greek life and achievements and their influence on the Western world.  **Know some of the main characteristics of the Athenians and the Spartans**  Know about the influence the Gods had on Ancient Greece  **Know at least five sports from the Ancient Greek Olympics** | The Roman Empire and its impact on Britain.  **Know how Britain changed from the Iron Age to the end of the Roman occupation**  Know how the Roman occupation of Britain helped to advance British society  **Know how there was resistance to the Roman occupation and know about Boudica**  Know about at least one famous Roman emperor | Know the countries (including the location of Russia), major cities and key physical and human geography of Europe.  **Physical geography including climate zones and volcanoes.**  Human geography including economic activity and trade links, and the distribution of natural resources including energy.  **Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.** | Use the eight points of a compass, four and six-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.  **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. | Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | Can they 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)?  **Can they identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?**  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| **Retrieval** | From personal experiences a few pupils may have links to Greece because of holidays.  Pupils may have heard of Greece, know it is a European country even if they have not visited Greece.  **Pupils know about the concept of democracy through their work on British Values.**  Pupils should be very familiar with the Olympic Games and know that it originated in Greece.  **Because of pupils’ familiarity with timelines they should be able to understand about the period of time being studied.** | **Consider the impact that the stone age and iron age had on life in Britain today and in the past from Year 3. Also acknowledging their way of life.** | Know about different parts of the world and know about the continents.  **Associate earthquakes and volcanoes with disasters.** | Some may be familiar with a local river and may have heard of the river Nile through their Ancient Egyptian learning.  **Pupils have used worldwide maps, globes and atlases to locate countries and cities.** |  | **Most pupils will have seen the steam coming from a kettle that’s boiling.**  **Most will know that water turns to ice when we put it into the freezer.**  **Most will have seen windows steam up and droplets of water run down those.** |
| **Texts to be used** | The Trojan Horse (Collins resource pack)  The Wooden Horse  Ancient Myths Collection | The Legend of Boudica  Escape from Pompeii  Find out about Ancient Rome  What did the Romans do for Us?  Romans in Britain | Earth Shattering Events  Volcanoes and earthquakes, the Study Book  Volcanoes and Earthquakes |  |  | Rivers, the Study Book  Water |
| **Creative Arts** | Alphabet work  Ancient Greeks Vase – Etching |  | D&T – Building and erupting volcanoes | D&T – Building and erupting volcanoes |  |  |
| **Expressive Arts** | Drama – Role play.  PE – Mini Olympic Games.  Greek Dance |  | Drama/ Role play – What do you do if an Earthquake happens? | Drama/ Role play – What do you do if an Earthquake happens? |  |  |
| **Hook** |  | Roman Trip to Chester | Pretend Earthquake | Pretend Earthquake |  |  |
| **Writing Genre** | Diary entry | Recount | Recount  Information leaflet | Recount  Information leaflet |  |  |
| **Experiences (visit)** |  | Chester Roman Trip |  |  |  |  |
| **Outdoor Learning** | Olympics |  |  |  |  |  |
| **Global Neighbours** |  |  |  |  |  |  |
| **Community** |  | Chester |  |  | Local Rivers Mersey | Local Rivers Weaver |
| **Spiritual Development** | Greek Gods |  |  |  |  |  |
| **Citizenship** |  |  |  |  | Links to taking care of the environment and the importance of climate change. | Links to taking care of the environment and the importance of climate change. |
| **Homework** |  |  |  |  |  |  |