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|  | | **Autumn 1** | | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Science**  **LC** | | Chemistry-Materials  **What are the properties of materials and how can they change?** | | Physics-Forces  **What are forces and how do they work?** | | Physics-Earth and Space  **Where in the Galaxy?** | | | Biology-Evolution and Inheritance  **What are the reproductive life cycles in plants and animals?** | | Biology-Animals, including humans  **How are life cycles different?** | |
| **History/Geog. LC** | | **Who were the Anglo-Saxons and how do we know what was important to them?** | | **What did the Vikings want and how did Alfred help to stop them getting it?** | |  |  | | **What is marvellous about Mexico?** | | **Why did the ancient Mayans change the way they lived?** | |
| **Key Knowledge** | | Know how Britain changed between the end of the Roman occupation and 1066  **Know about how the Anglo-Saxons attempted to bring about law and order into the country**  Know that during the Anglo-Saxon period Britain was divided into many kingdoms  **Know that the way the kingdoms were divided led to the creation of some of our county boundaries today**  Use a time line to show when the Anglo-Saxons were in England | | Know where the Vikings originated from and show this on a map  **Know that the Vikings and Anglo-Saxons were often in conflict**  Know why the Vikings frequently won battles with the Anglo-Saxons | | Know about and explain the movement of the Earth and other planets relative to the Sun  **Know about and explain the movement of the Moon relative to the Earth**  Know and demonstrate how night and day are created  **Describe the Sun, Earth and Moon (using the term spherical)**  Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky | | | Know key differences between living in the UK and in a country in either North or South America  **Know how to use graphs to record features such as temperature or rainfall across the world** | | Know about the impact that one of the following ancient societies had on the world: the Mayan civilization;  **Know why they were considered an advanced society in relation to that period of time in Europe** | |
| **Retrieval** | | It is important that pupils see this unit as a continuation of the story which started at the Stone Age and continued through the Bronze and Iron Ages until the coming of the Romans  **Pupils will understand why the Romans left Britain and the influence the Anglo-Saxons had on that decision**  Pupils understand the impact the Romans had on Britain  **Pupils should appreciate the fact that the Romans helped us with the creation of roads, aqueducts, sanitary systems, etc.**  Pupils should start this unit from the point of view ‘because the Romans invaded …’ | | It is important that pupils see this unit as a continuation of the story which started at the Stone Age and continued through the Bronze and Iron Ages until the coming of the Romans  **Pupils will understand why the Romans left Britain and the influence the Anglo-Saxons had on that decision**  Pupils understand the impact the Romans had on Britain  **Pupils should appreciate the fact that the Romans helped us with the creation of roads, aqueducts, sanitary systems, etc.** | | In key stage 1, pupils will often have touched on space and used books like ‘The Man in the Moon’ to stimulate further interest  **In Year 1, the children explore the seasons.**  In Year 3, the unit on light and dark considers the moon’s relationship with the Sun and the Earth  **In addition, pupils will know that the amount of the moon we see changes**  Retrieve the information from the Y3 science unit on light and dark, in the first instance | | | Pupils may have some knowledge of South American countries but are more likely to have greater knowledge of North American countries, especially the USA. This is mainly because of television exposure and ‘You tube’ | | Pupils have studied the Ancient Greeks and Romans including the impact of these civilizations on the world as well as life today  **Muslim children in school may be able to help by talking about their traditions and customs, i.e., washing hands before entering a mosque** | |
| **Texts to be used** | | Beowulf – Michael Morpurgo | | Viking Boy – Tony Bradman | | Once Upon a Star – James Carter  Cosmic – Frank Cotrell-Boyce | | | Folktales of Mexico: Horse hooves and chicken feet: traditional Mexican stories | | The Chocolate Tree: A Mayan Folktale (On My Own Folklore) by Lowery, Linda, Keep, Richard | |
| **Creative Arts** | | Create art pieces and DT pieces based on the artefacts and Gods of the Anglo-Saxons | | Create art pieces and DT pieces based on the artefacts and Gods of the Vikings. | | Create art pieces and DT pieces based on the enquiry.  Include: Several Circles, 1926 (Kandinsky) | | | Create art pieces and DT pieces based on fiesta. | | Create art pieces and DT pieces based on the artefacts and Maya. | |
| **Expressive Arts** | | Role-play, storytelling.  Drama  Musical instruments from the past | | Role-play, storytelling.  Drama  Musical instruments from the past | | Presenting skills, storytelling.  Listen and appraise music by Holst – The Planets and War of the Worlds | | | Music and dance based on fiesta | | Role-play, storytelling.  Drama | |
| **Hook** | | Resources including primary and secondary sources | | Resources including primary and secondary sources | | Creating work to be included in a new Stargazing Programme. | | | Video clips of festivals in Mexico | | Following on from modern day Mexico – time travelling back to the Mayan Period. | |
| **Writing Genre** | | Newspaper articles  Explanations | | Newspaper articles  Letter/Diary | | Explanations  Presentations | | | Persuasive writing  Narrative | | Balanced Argument  Explanations  Diary/Letter | |
| **Experiences (visit)** | |  | | Visit to Weaver Hall Museum | | Visit to Jodrell Bank | | |  | |  | |
| **Outdoor Learning** | |  | |  | | Using the playground to map out the distance between the planets | | |  | |  | |
| **Global Neighbours** | | Links to refugees and why people leave their communities today. | | Links to refugees and why people leave their communities today | | How can we look after our world?  Global warming. | | | Natural disasters around the world, but particularly in Mexico | |  | |
| **Community** | |  | | Local History – Viking sites /places near to here. i.e Helsby  Widnes.  Links to Widnes Vikings | |  | | |  | |  | |  |
| **Spiritual Development** | | Exploring the Anglo-Saxon Gods and how they are different/similar to Christianity | | Exploring the Viking Gods and how they are different/similar to Christianity | | Creation stories compared to Scientific theory about the beginnings of the Universe. | | |  | | Exploring the Mayan Gods and how they are different/similar to Christianity | |
| **Citizenship** | | Compare Anglo-Saxon laws/ rules and ways of dealing with conflict to modern times. | | Compare Viking laws/ rules and ways of dealing with conflict to modern times. | |  |  | | How can we affect the lives of people far away? | | Compare Mayan laws/ rules and ways of dealing with conflict to modern times. | |
| **Homework** | | Learning Log. Consolidate learning. | |  | | Learning Log. Create model of the planets | | | Learning Log, create a travel brochure for Mexico. | |  | |