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| **/.**  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **1 Week** | **Summer 1** | **Summer 2** |
| **History** | **RE** | **Geography** | **Art** | RE/Easter | History | **Geography / revisit / review** |
| FS2 | **All About Me**Key Concepts- past, present, change, similar, different | **What different religious celebrations are there?**Key Concepts- belief, celebrate, Christmas, world | **Where do I belong?**Key Concepts- city, features, location, weather, seasons | **How do artists paint water?**Key Concepts- colour, shade, mixing, drawing, painting, patterns | **What is Easter?**Celebrations, story, world, Christianity | **How have things changed?**Key Concepts- order events, time, past, present | **Where in the world? (Antarctica/Africa)**Key Concepts- the world, globe, features, weather, location |
| Year 1 | **How has transport changed?**Key concepts- change, chronology, similarity, difference, source | **Are all celebrations the same?**Key concepts- Christianity, Judaism, Jesus, Shabbat, Chanukah, Christmas | **What is similar and different between Cleethorpes and Hull?**Key concepts- locality, climate, environment, population, region | **How do artists use line, colour and pattern?** Painting, drawing, collageMondrian, Kandinsky, Pollock, Malevich, Still, Klee Primary, secondary, tertiary colours, neutral, warm, cool colours, shade, tints. | **Why was Jesus welcomed like a king on Palm Sunday?**Christianity, Easter story, importance, belief | **How have holidays at Cleethorpes changed?**Key Concepts-change, community, chronology, evidence, source | **Why do different animals live in different parts of the world?**Key concepts: climate, environment, landscape, biome, continent, location |
| J bg j kf;efpe | Seasonal change and Everyday Materials- mechanisms | Seasonal change and Plants- Structures |  | Seasonal change and Animals Including Humans- Food preparing fruit/veg |
| Year 2 | **Who is the greatest explorer?**Key Concepts- change, community, chronology, similarity, difference, evidence, source | **What is special about God?**Key concepts- Christianity, Judaism, Jesus’s birth, respect, special gift, God | **What are the wonders of the UK?**Key concepts- location, landscape, continent, environment, resources, development | **How do artists use shape, form, space and texture?** Drawing, painting 3D Henry Moore, Antony Gormley, Dennis OppenheimAssemblage- Picasso, Jean Dubuffet, Sculpture, 3D, modelling, casting, types of sculpture | **Is it true that Jesus came back to life again?**Jesus, tomb, Christian beliefs, resurrection, Easter Monday. | **Why was the fire of London ‘Great’?**Key concepts- monarchy, sources, chronology, community, evidence, society, cause, consequence | **Where would you rather live Cleethorpes or Cairo?**Key concepts: location, continent, climate, environment, population, landscape, region, resources, development |
| STEM | Uses of everyday materials- mechanisms | Plants and Living things and their habitats- textiles |  | Animals Including Humans- Food tech |
| Year 3 | **How do we know what it was like to live in the Stone Age – Iron Age?**Key Concepts- source, chronology, evidence, civilization, community, society, culture, invasion | **Are all religious texts true?**Christianity, Hinduism, religious stories, meaning of Christmas, beliefs and celebrations | **Why do some people live in dangerous places?**Key Concepts-landscape, environment, source, fertile, settlement, process | **How are artists inspired by nature?**Drawing, pastel/paintingMonet/ Van Gogh, David Hockney, Turner- Impressionism | **What is ‘good’ about good Friday?**Jesus, death, importance, belief, cross, crucifixion | **What do the pyramids tell us about Ancient Egypt?**Key Concepts-chronology, civilization, culture, community, society, diversity | **What is great about Italy (apart from the ice cream)?**Key Concepts-landscape, environment, fertile, population, climate, settlement, sustainability |
| STEM | Forces and Magnets- textiles | Light | Plants- shell structures |  | Rocks | Animals Including Humans- Food, a healthy diet |
| Year 4 | **What did the Romans do for us?**Key Concepts- chronology, evidence, empire, rebellion, invasion, opposition, society, government | **How do people show commitment to God?**Christians, Jews, commitment, Kosher, importance of Christmas story | **What makes mountains magnificent?**Key concepts- location, landscape, continent, environment, vegetation, sustainability | **How do artists represent people?**Drawing, painting and 3DPierre Auguste Renoir, Picasso, Da VinciRoman link | **Is forgiveness always possible?**Easter story, forgiveness, Judas, bible, teaching  | **What elements of Ancient Greek civilization are we still using today?**Key Concepts- chronology, civilization, culture, society, diversity, democracy, legacy | **What makes Whitby wonderful?**Key concepts- location, landscape, environment, trade, population, diversity |
| STEM | Animals including humans | States of matter- mechanisms | Electricity- simple circuits and switches |  | Living things and their habitats | Sound- textiles |
| Year 5 | **How do we know what it was like to live an Anglo-Saxon Life?**Key Concepts- chronology, evidence, settlement, diversity, culture, society, invaders, oppression, opposition. monarchy | **Why is it important to show commitment to God for different people?**Christian commitment to God, Hindu commitment to God, Variations of the Christmas story, different perspectives | **How have rivers and seas influenced where we live?**Key Concepts- location, source, vegetation, settlement, trade, sustainability, processes | **How do artists use perspective?**Drawing and paintingFilippo Brunelleschi, Henry Moore, LowryPicasso- The Bedroom 1882 | **Bid God intend Jesus to be crucified?**Easter story, Intent, God, feelings, opinions, Jesus, death, bravery, strength | **What is the lasting legacy of the Mayan civilization?**Key Concepts- chronology, evidence, settlement, diversity, society, culture, civilization, monarchy, conflict | **What has South America got that the UK hasn’t?**Key Concepts- Location, source, vegetation, settlement, trade sustainability, fertile, development |
| STEM | Properties and changes of materials- food changes | Earth & Space | Forces- textiles |  | living things and their habitats- frame structures | Animals including humans |
| Year 6 | **How Britain change as a result of WWII?**Key Concepts- Invasion, Monarchy, Tyranny, rebellion, oppression, opposition, government, chronology, source, evidence | **Why is it important to understand and evaluate different religions?**Christianity, Islam, Muslims, stereo typing, beliefs, significance of Mary in Christmas Story | **Is world trade always fair?**Key concepts- trade, sustainability, region, development, diversity, sources, resources | **How do artists express modern life?**PrintingAndy Warhol, Banksy | **Is Christianity still a strong religion 2000 years after Jesus was on the earth?**Christianity, strength, religious faith, belief, festivals, community, celebration | **How did Grimsby become ‘Great Grimsby’?**Key Concepts- source, rebellion, oppression, society, community, evidence, chronology | **The worlds natural resources- save or spend?**Key concepts- resources, region, settlement, trade, development, sustainability, diversity, fertile, location |
| STEM | Evolution and inheritance | Light- food culture | Living things and their habitats | Electricity- complex switches |  | Animals including humans- pulleys or gears |

STEM- Science weekly/ DT- project per term/ Computing weekly, plus used throughout

Music- weekly

PSHE- weekly

PE- 2 sessions per week

MFL Spanish- KS2 blocked