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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, collage  Mondrian, 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 Oppenheim  Assemblage- 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/painting  Monet/ 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 3D  Pierre Auguste Renoir, Picasso, Da Vinci  Roman 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 painting  Filippo Brunelleschi, Henry Moore, Lowry  Picasso- 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?**  Printing  Andy 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