







	Autumn 1 <b>Britain in the Blitz</b> <i>British History</i>	Autumn 2 <b>Pole to Pole</b> <i>World Geography</i>	Spring 1 <b>Viking Invaders</b> <i>British History</i>	Spring 2 <b>Healthy Me</b> <i>Science / PSHE</i>	Summer 1 <b>On Top of the World</b> <i>World Geography</i>	Summer 2 <b>Eyam Plague</b> <i>Local History</i>
<b>Concepts</b>	<p>Britain's influence on the world Know main events &amp; key dates Causes &amp; effects of events Ask questions Dictatorship / democracy</p> 	<p>Key physical and human characteristics of Polar regions. Effect of climate change on polar regions and animals. Polar explorers - Shackleton</p>  	<p>Chronology Sources of evidence, Achievements of ancient civilisations Invasion Beliefs &amp; behaviours</p> 	<p>Health &amp; hygiene Belief/faith mental well-being physical health healthy eating importance of exercise</p> 	<p>Key features of mountain environments How mountains are formed Human impact Locate world's most famous mountains.</p>	<p>Know key events in local history Causes and effects of events Use a range of sources of evidence</p> 
<b>Sticky Learning</b>	<p>WWII was the battle between the Allies and Axis countries Sept 1st 1939 Adolf Hitler lead German Nazi troops to invade Poland - Britain and France declared war on Germany. Millions of Germans were killed because they didn't fit into Hitler's 'perfect image', eg Jews, Gypsies and those with disabilities. Hitler ordered the mass execution of Jews known as the Holocaust. The US didn't join the war until 1941 when Japan attacked Pearl Harbour, a naval base in Hawaii. Some countries remained neutral June 6th 1944 is known as D-Day when an Allied army sailed to Normandy to reclaim Europe The Germans surrendered on May 8th 1945, known as VE day</p>	<p>Know about some of the main things that are in cold places, and the different clothes they would wear. Know how jobs may be different in other locations. Understand geographical similarities and differences between UK and Polar Regions. Identify hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps, atlases and globes to identify countries, continents and oceans.</p>	<p>Invasions of Britain Conflict between Anglo Saxons and Vikings Show on a map where the Vikings invaded Britain Not many if any wore horns Vikings spoke Norse which had an alphabet of runes Long ships were designed to sail in deep and shallow water so could come ashore The most important Viking city was York or Jorvik The days of the week named after Gods Vikings were pagans, often looting gold from monasteries Not all Vikings were warriors. Many came in peace and were farmers The land they occupied was known as Danelaw</p>	<p><i>Health and well-being PSHE Matters</i> Explore what affects physical and emotional health. Understand the concepts and benefits of a balanced healthy lifestyle. Explore how we make choices about the food we eat. Identify how to make informed choices. Develop skills to make own choices. Recognise how images in the media do not always reflect reality. Set simple but challenging goals. Explore habits and why they can be hard to change.</p>	<p>Know the main mountain ranges of the UK, Europe and the world. Use basic geographical vocabulary to refer to key physical features. Use simple compass directions (N,S,E&amp;W) and locational and directional language to describe the location of features and routes on a map.</p>	<p>Explore a significant aspect of local history - The Eyam Plague 1665 Investigate the effects of the plague on the lives of people living in Eyam at that time. Learn about the outbreak of the plague and consider how it spread to Eyam Learn about 17th century life in Britain, in particular the treatment of disease. Investigate how the spread of the plague was controlled in Eyam and key figures William Mompesson and Thomas Stanley. Enhance learning through 'real life' experiences - visit Eyam Musuem, and key places such as the boundary stone, the Riley Graves and Mompesson's Well.</p>

	Dropping of atomic bombs by US on Hiroshima and Nagasaki in 1945 before Japan surrendered and the war finally ended.						
<b>History / Geography Skills</b>	<ul style="list-style-type: none"> <li>- Sequence key events into a timeline understand the impact of the battle for Britain.</li> <li>- Understand where WWII sits within English history (chronology)</li> <li>- Understand the impact on the world and countries not involved</li> <li>- Compare and contrast different experiences of people in WWII</li> <li>- Use primary and secondary resources and consider their reliability</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret a range of sources including maps, atlases and globes</li> <li>- Know that the Arctic isn't a continent</li> <li>- Compare climate of UK to polar regions.</li> <li>- Understand why and how people's lives have adapted to survive and make a living in extreme weather.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence key events into a timeline</li> <li>- Understand where the Viking invasion and settlement sits within British history</li> <li>- Analyse the conflict between the Vikings and Anglo-Saxons</li> <li>- Use Primary and secondary sources to ask questions and find possible answers</li> </ul>	<ul style="list-style-type: none"> <li>Explore how diet choices can impact emotional and physical health.</li> <li>Understand how the media and advertising can impact on the choices you make.</li> <li>Know what a habit it and how they are hard to change.</li> <li>Explore the relationship of types of food and energy/mood.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to use a compass and why it is important</li> <li>- Observe geographical qualities of mountainous areas</li> <li>- Record names, locations and details of main mountain ranges</li> <li>- Interpret a range of sources including maps, atlases and globes</li> </ul>	<ul style="list-style-type: none"> <li>- Understand where the plague outbreak sits within English history</li> <li>- Investigate how it travelled to Eyam and the impact on local people</li> <li>- Analyse how disease was treated in 17<sup>th</sup> Century</li> <li>- Compare and contrast how Eyam dealt with the outbreak against other regions</li> <li>- Use primary and secondary sources (and the importance of local sources to hand)</li> </ul>	
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Allies</li> <li>Axis</li> <li>Conflict</li> <li>Invade</li> <li>Nazi</li> <li>Adolf Hitler</li> <li>Winston Churchill</li> <li>Blitz</li> <li>Blackout</li> <li>Anderson Shelter</li> <li>Bombing</li> <li>Air raid</li> </ul>	<ul style="list-style-type: none"> <li>Rations</li> <li>Holocaust</li> <li>Jewish</li> <li>Warden</li> <li>Home Guard</li> </ul>	<ul style="list-style-type: none"> <li>Pole</li> <li>Arctic</li> <li>Antarctic</li> <li>North</li> <li>South</li> <li>Glacier</li> <li>Ice sheet</li> <li>Retreating</li> <li>Global warming</li> <li>Ozone</li> <li>Temperature</li> <li>Igloo</li> <li>Shelter</li> <li>Melting</li> </ul>	<ul style="list-style-type: none"> <li>Anglo - Saxon</li> <li>Archer</li> <li>Jorvik</li> <li>Danegeld</li> <li>Invade</li> <li>Helmet</li> <li>Longship</li> <li>Spear</li> <li>Longhouse</li> <li>Monastery</li> <li>Trade</li> <li>Kingdom</li> <li>Raid</li> <li>Pillage</li> <li>Pagan</li> <li>Norse</li> <li>Exile</li> <li>Outlaw</li> </ul>	<ul style="list-style-type: none"> <li>health</li> <li>carbohydrates</li> <li>habit</li> <li>dairy</li> <li>balanced</li> <li>alternatives</li> <li>diet</li> <li>fresh</li> <li>physical</li> <li>positive</li> <li>emotional</li> <li>negative</li> <li>media</li> <li>fruit</li> <li>impact</li> <li>vegetables</li> <li>energy</li> <li>vitamins</li> <li>minerals</li> <li>portion</li> <li>calcium</li> <li>protein</li> </ul>	<ul style="list-style-type: none"> <li>Mountain</li> <li>Hill</li> <li>Peak</li> <li>Summit</li> <li>Incline</li> <li>Ascent</li> <li>Sea level</li> <li>Slope</li> <li>Ridge</li> <li>Altitude</li> <li>Contour</li> <li>Route</li> <li>Plateau</li> <li>Valley</li> </ul>	<ul style="list-style-type: none"> <li>plague</li> <li>quarantine</li> <li>flea</li> <li>survive</li> <li>fever</li> <li>merchants</li> <li>red cross</li> <li>disinfect</li> <li>remedy</li> <li>boundary</li> <li>contagious</li> <li>immune</li> <li>infested</li> <li>contained</li> <li>population</li> <li>rats</li> <li>bubonic</li> <li>London</li> <li>vinegar</li> <li>outbreak</li> <li>isolate</li> </ul>
<b>Scientific vocabulary</b>	circuit, complete circuit, circuit diagram, symbol, cell, battery, bulb, buzzer, motor, switch, voltage	classification, keys, environment, habitat, human impact, positive, negative, migrate, hibernate, herbivore, carnivore, omnivore, producer, prey, food chain	solid, liquid, gas, state change, melting, freezing, boiling point, freezing point, evaporation, temperature, water cycle	digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, incisor, canine, molar, premolar		sound, source, vibrate, vibration, travel, pitch, high, low, volume, faint, loud, insulation	
<b>Science Knowledge</b>	Physics - Electricity - voltage, variation & symbols	Biology - Living things and their habitats: classification, food	Physics - States of matter	Biology - Animals and Humans Digestion & teeth	Eco- waste: biodiversity at school,	Physics - Sound & hearing	

	<p>Electricity- voltage, variation and symbols A complete circuit is needed to light a bulb or make a motor spin. Add/remove cells to make a bulb brighter/dimmer. Create a circuit using a home-made switch. Static electricity. Where electricity comes from and different ways of generating it. Identify and name basic components of a simple circuit: cells, wires, batteries, bulbs, switches. Series and parallel circuits. Draw and construct working circuits. Recognise symbols for common components. Describe the function of components and match them to their symbols. Effect of changing the number of cells in a circuit.</p>	<p><b>chains / environmental danger</b> The range of habitats and their plants and animals. Compare animals and plants. Use a simple classification key to identify plants and animals. Group animals and plants in a variety of ways and give reasons. Construct simple classification keys to help others to identify animals and plants. Construct and interpret a variety of food chains, identifying producers, predators and prey. How environments change due to human impact or phenomena. Talk about actions they could take to protect our planet.</p>	<p>Properties of solids, liquids and gases. Melting, freezing and solidifying, including everyday examples. Evaporation and condensing of liquids, including everyday examples. The water cycle. Temperature as a measure of how hot or cold something is. Measure temperature using a variety of thermometers.</p>	<p>Teeth and how to care for them. Functions of the different types of teeth. How food/drink can affect teeth. Compare human teeth with those of other animals. Identify and name the main parts of the human digestive system. Describe what happens in each part of the human digestive system. How to keep our digestive system healthy.</p>	<p><b>plants, impact on environmental change</b></p>	<p>Observe and describe a variety of sounds around us. Order sounds eg loudest to quietest, highest to lowest. Explain how we use sounds in everyday life. Consider how sounds help or hinder us. How sound travels. How volume and pitch are produced by a variety of simple instruments. How sounds get fainter as the distance from the sound source increases. How ears work and how we can protect our hearing.</p>
<b>Scientific skills</b>	<i>asking questions, making predictions, setting up tests, planning a fair test, observing and measuring, recording data, interpreting and communicating results, evaluating</i>					
<b>Maths</b>	<b>Place Value, Addition &amp; Subtraction</b>	<b>Multiplication &amp; Division</b>	<b>Length &amp; Perimeter</b>	<b>Fractions</b>	<b>Money, Time &amp; Decimals</b>	<b>Shape, statistics &amp; Geometry</b>
<b>Writing Genre</b>	<p><b>Diary</b> - A night in an Anderson Shelter <b>Newspaper Report</b> - Germans surrender <b>Letter</b> - Evacuee</p>	<p><b>Postcard</b> - from an expedition <b>Discussion</b> - Global Warming <b>Narrative</b> - Adventure story</p>	<p><b>Setting description</b> - Viking village <b>Diary entry</b> - Viking invasion</p>	<p><b>Non-chronological report</b> - healthy eating <b>Persuasive Advert</b> - Alternative snacks</p>	<p><b>Book review</b> - Joe Simpson, Touching the void <b>Interview</b> - famous explorer/mountaineer <b>Poetry</b> - inspired by topic</p>	<p><b>Diary entry</b> - a villager in the Eyam plague <b>Poetry</b> - inspired by topic</p>

<b>SPaG</b>	Nouns and Pronouns for Clarity Consonants and Vowels Suffixes: -ly Past Tense Subordinate Clauses	Adjectives 'A' or 'An' Prefixes: super-, anti-, auto- Present Tense Apostrophes	Verbs Compound Nouns Prefixes: dis-, mis-, un Subordinating Conjunctions Inverted Commas	Adverbs - Time, Place & Cause Prefixes: in- Suffixes: -ation Coordinating Conjunctions Organisational Devices	Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions Paragraphs	Homophones Suffixes: -ous Word Families Place and Cause Conjunctions Editing and Evaluating
<b>Texts</b>	<b>When Hitler stole Pink Rabbit</b> - Judith Kerr	<b>Race to the Frozen North</b> - Catherine Johnson & Katie Hickey	<b>Riddle of the Runes</b> Janina Ramirez & David Wyatt			
<b>Owls Computing</b> Y3 Teach Computing curriculum	<b>Connecting computers</b> Identify that digital devices have inputs, processes and outputs, and how devices can be connected to make networks.	<b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story.	<b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.	<b>Branching databases</b> Building and using databases to group objects using yes/no questions.	<b>Desktop publishing</b> Creating documents by modifying text, images and page layouts for a specified purpose.	<b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.
<b>DT Skills</b>  Please refer to <b>Design and Technology - Skills progression</b> document	<ul style="list-style-type: none"> <li>• <b>Investigate</b> and <b>evaluate</b> existing products</li> <li>• <b>Understand</b> contexts, users and purposes, gather information about the needs and wants of particular individuals and groups and develop their own design criteria and use these to inform their ideas.</li> <li>• <b>Generate, develop, model and communicate</b> realistic ideas, focusing on the needs of the user.</li> <li>• <b>Make design decisions</b>, taking account of the availability of resources.</li> <li>• <b>Make</b> a product: select from and accurately use a range of tools, equipment, materials and components, order the main stages of making.</li> <li>• <b>Evaluate</b> their ideas and products against design criteria (at the start, during and at the end of a project), refer to their design criteria as they design and make.</li> <li>• <b>Develop technical knowledge</b>, eg build structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanical systems, use simple electrical circuits and components</li> </ul> <p><b>Work with food</b>-learn that food is grown, reared and caught in the UK, Europe and the wider world, Learn about a healthy diet (Eatwell plate).</p>					
<b>DT</b>	<b>Electricity (motors/wheels &amp; axles)</b> Make a motorized vehicle (fire engine?)	<b>Structures/ joining components</b> Make a shelter/tent		<b>Food</b> Healthy eating/eatwell plate Make soup Design carton		
<b>PSHE</b> Cycle B <b>PSHE Matters</b>	<b>Being Safe</b>	<b>Exploring Emotions</b>	<b>Changes</b>	<b>Being Healthy</b>	<b>Money Matters</b>	<b>Growing Up</b>
<b>PE</b> LTP 22-23 (Liz)	Physical Literacy, Fundamentals & Warm up activities Cross Country Invasion games - (football, tag rugby)	Indoor athletic activities  Invasion Games, adapted games (hockey)	Gymnastics Sports Hall Athletics  Games activities (basketball)	Adapted Invasion Games (Hi Fives & netball & Hockey)  Dance	Striking/Fielding Games (Kwik Cricket)  Athletic Activities  swimming	Net/wall type Games. (Tennis, Badminton, Volleyball)  Athletic Activities & sports day activities.

Music	Wider Ops Violin					
<b>RE</b>	<b>Other faiths HINDUS DAS L2.8</b> What does it mean to be a Hindu in Britain today?	<b>INCARNATION DAS L2.3</b> Why is Jesus inspiring to some people  UC-What is the Trinity and why is it important for Christians?	<b>THE BIG PICTURE of THE BIBLE DAS L2.2</b> Why is the Bible so important to Christians today? Study the frieze and make links to the Bible - learning the 'story' of the Bible	<b>SALVATION DAS 2.5</b> Why is Easter (Festivals) so important to Christians?  UC Why is the day Jesus died called Good Friday How do people express their faith through the arts?	<b>KINGDOM OF GOD DAS L2.1</b> What do different people believe about God? How do Christians bring Gods Kingdom to earth? What do religions teach about the natural world and why should we care about it?	<b>Comparing Hindus/Christians/non believers</b> L2.6 Why do some people think that life is a journey and what significant? How and why do believers show their commitments during the journey of life?
<b>Community</b>	Harvest Festival	Bonfire Carols		<b>Easter Service Fun Easter Eggstravaganza</b>		
<b>Curriculum Enrichment</b>	WWII Drama workshop day					