

Year 1/2

Rolling Programme Y1

	1	2	3	4	5	6
Y1/2	Dr. Doolittle	Stick Man	Stars in their Eyes	Green Fingers	Out of the Ashes	African Adventures
A study of	Animals including humans	Around the world	Significant individuals - Neil Armstrong	Plants Mr Bloom, talking veg	Events beyond living memory.	Comparing a small area of the UK to a contrasting non-European country
With a focus on	Pets	Naming, locating and identifying characteristics	How people's lives have shaped the nation.	What plants need to grow	Great Fire of London	Yate and Africa (?)
Length	4 or 5 weeks	All term	All term	All term	All term	All term
Additional unis	Science Investigation	Hurricanes, tornados and floods Cultures across the world				
'101' Experience	Noah's Ark Pond dipping	Get mucky hands. Play with water				
Buzz factor						
An inquiry into	The basic needs of animals including humans for survival (water, food, air) The fact that animals, including humans, have offspring which grow into adults. Describe the importance of exercise, eating the right amounts of different types of food and hygiene for humans.	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 1. Geographical similarities and differences through studying the human and physical geography of Yate and contrasting it to the slums of Mexico.	1. The lives of significant individuals in the past who have contributed to national and international achievements	How seeds and bulbs grow into mature plants How plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants, including trees. Explore and compare the differences between things that are living, dead, and things that have never been alive	1. Events beyond living memory that are significant nationally or globally.	1. Understand geographical similarities and differences through studying the human and physical geography of Yate and contrast it to a small African village. 2. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Skills Progression		1. <i>Observe and describe the human and physical geography of a small area of the United Kingdom.</i> (Year 1) 2. <i>Use locational and directional language (e.g. near and far, left and right), Describe the location of features and routes on maps.</i> (Year 1) (Year 2 – including using a compass) 3. <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i> (Year 2) 4. <i>Name and locate the world's seven continents and five oceans.</i> (Year 2)	1. <i>Use information to describe the past.</i> (Year 2) 2. <i>Use information to describe differences between then and now.</i> (Year 2) 3. <i>Recount main events from a significant in history.</i> (Year2) 4. <i>Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'</i> (Year 2)		1. <i>Sequence some events or 2 related objects in order.</i> (Year 1) 2. <i>Put 3 people, events or objects in order using a given scale.</i> (Year 2) 3. <i>Understand why some people in the past did things.</i> (Year 2) 4. <i>Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</i> (Year 1) 5. <i>Write simple stories and recounts about the past.</i> (Year 2) 6. <i>Draw labelled diagrams and write about them to tell others about people, events and objects from the past.</i> (Year 2)	1. <i>Name and locate local town.</i> (Year 1) 2. <i>Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</i> (Year 1 and 2) 3. <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.</i> (Year 2)

Multicultural links			You could also look at the NASA website. The commander of the space station is a woman. Maybe look at firsts, e.g. the first Chinese person, African person of woman etc. Mention Russia and the space race.		There was a huge hurricane around the same time. Use timelines in the classroom to place the events and to consider what was going on in other parts of the world at the same time.	
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Year 3/4

Rolling Programme Y1

Term	1	2	3	4	5	6
Y3/4	Kaboom!	Big Bang	Savage Saxons	Under the canopy	Whiz Kids	Thanks for Coming
A study of	Describe and understand an aspect of physical Geography	States of matter	Britain's settlement by the Anglo Saxons	Rainforests	Electricity, Forces and Magnet	The Roman Empire and its impact on Britain.
With a focus on	Volcanoes and mountains <i>(Focusing on Europe)</i>	Heating and cooling materials	Anglo Saxons	Focus on South America		The Romans
Length	All term	4 weeks	All term	All term	4 weeks	All term
Additional units		Christmas			2 week 'Scientists' project	
'101' Experience		Experience hands on historical artefacts from their grandparents' childhood			@Bristol	Visit Bath and learn about the Romans
Buzz factor						
An inquiry into	<p>1. Describe and understand key aspects of physical geography, including volcanoes</p> <p>2. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>3. Name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>1. Anglo Saxon invasions settlements and kingdoms: place names</p> <p>2. The village life of Anglos Saxon settlers.</p> <p>3. Viking raids and invasion</p> <p>4. Anglo-Saxon Laws and justice</p>	<p>1. Locate the world's countries, using maps to focus on North and South America, through the study of human geography, concentrating on their environmental regions, similarities and differences.</p> <p>2. Identify the position and significance of the Equator.</p> <p>Recognise that soils are made from rocks and organic matter Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>	<p>Common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p>	<p>1. The successful invasion of Claudius and conquest of.</p> <p><i>And or</i></p> <p>2. "Romanisation" of Britain and the impact of technology, culture and beliefs including early Christianity.</p>

	<p>lived are trapped within rock</p>			<p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	
Skills Progression	<p>1. Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. (Year 3)</p> <p>2. Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. (Year 3)</p> <p>3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Year 3 and 4)</p>		<p>1. Uses timelines to place events in order. (Year 3)</p> <p>2. Understands timeline can be divided into BC and AD. (Year 3)</p> <p>3. Uses words and phrases: century, decade. (Year 3)</p> <p>4. Uses words and phrases: century, decade, BC, AD, after, before, during. (Year 4)</p> <p>5. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. (Year 4)</p> <p>6. Names and places dates of significant events from past on a timeline. (Year 4)</p> <p>7. Uses evidence to describe past. (Year 3)</p> <p>8. Shows knowledge and understanding by describing features of past societies and periods. (Year 4)</p>	<p>1. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. (Year 4)</p> <p>2. Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) (Year 4)</p>		<p>1. Uses evidence to find out how any of these may have changed during a time period. (Year 3)</p> <p>2. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. (Year 4)</p> <p>3. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. (Year 4)</p> <p>4. Asks questions such as 'how did people? What did people do for?' (Year 4)</p>
Multicultural links	<p>Display non stereotypical images of European people. What does a 'British' person look like?!</p> <p>E.g. . Germany has a huge Turkish population.</p> <p>Immigration - link to football stars – very few are born in the countries where they play football – interest the children in a positive way.</p>		<p>Use timelines in the classroom to place the events and to consider what was going on in other parts of the world at the same time.</p>	<p>Immigration - link to football stars – very few are born in the countries where they play football – interest the children in a positive way.</p>		<p>Challenge viewpoints - The bangle lady – remains recently discovered from this period where of a black woman who was buried in a way in which wealthy landowners and high society members would have been. Evidence suggests she was an influential figure during this time which challenges previous ideas.</p>

Year 5/6

Rolling Programme Y1

Term	1	2	3	4	5	6
Y5/6	Trading Places	It's all Greek to Me!	Rockin' all over the World	Egypt	Through the Telescope	Belt up!
A study of	Describe and understand an aspect of Geography	Greek life and achievements and their influence on the western world.	Properties and changes of materials	The achievements of the earliest civilizations	Earth and Space	Describe and understand an aspect of Physical Geography
With a focus on	Economic Trade (Primarily within Europe)	Ancient Greece	Practical experiments	Ancient Egypt		Vegetation belts and climate zones (focusing on 3 different locations) Relate to current affairs where possible.
Length	All term	All term	4/5 weeks	All term	All term	All term
Additional unis			Exploring Eastern Cultures with a focus on China (arts/dancing/food)			
'101' Experience	'The Apprentice' Project	Work with 'The Heritage Centre'	Preparing and tasting foods of different cultures	Trip to Bristol Museum Experience hands on historical artefacts from the distant past.		
Buzz factor					Space Dome	
An inquiry into	<p>1. Describe and understand key aspects of human geography, including economic activity including trade links</p> <p>2. Locate the world's countries, using maps to focus on Europe (including the location of Russia) focusing on their key physical characteristics, countries and major cities.</p>	1. How the achievements of the Ancient Greeks influenced the western world.	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p>1. The achievement of the earliest civilizations.</p> <p>2. An overview of where and when the first civilisations appeared and a depth study of one.</p>	<p>Describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, Earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>1. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</p> <p>2. Understand geographical similarities and differences through the study of Human and physical geography of a region of United Kingdom, a region in European country, and a region within North or South America.</p> <p>3. Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>

			Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda			
Skills Progression	<p>1. Compare a region in UK with a region in N. or S. America with significant differences and similarities. (Year 5 and 6)</p> <p>Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography). (Year 5 and 6)</p> <p>2. Human geography including trade between UK and Europe and ROW Fair/unfair distribution of resources (Fairtrade). (Year 5)</p> <p>3. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. (Year 5 and 6)</p>	<p>1. Use timelines to place events, periods and cultural movements from around the world and to demonstrate changes and developments in culture, technology, religion and society. (Year 5 and 6)</p> <p>2. Give some causes and consequences of the main events, situations and changes in the periods studied. (Year 5 and 6)</p> <p>3. Identifies changes and links within and across the time periods studied. (year 5 and 6)</p> <p>4. Identifies how any of above may have changed during a time period. (Year 6)</p> <p>5. Gives own reasons why changes may have occurred, backed up with evidence. (Year 6)</p> <p>6. Shows identified changes on a timeline. (Year 6)</p>		<p>1. Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. (Year 5 and 6)</p> <p>2. Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. (Year 5 and 6)</p>		<p>1. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. (Year 6)</p> <p>2. Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. (Year 5)</p>
Multicultural links		Herodotus who was an influential theologian says that Greeks learnt a great deal from the Egyptians. The Greeks were all about the theory and the Egyptians were much more practical but they learnt from each other as different cultures still do today.			Famous astronauts / astronomers from different countries (NASA ladies African Americans in 50s and 60s space race.)	

Year 1/2

Rolling Programme Y2

Y1/2	Animal Magic	Back in the day.	Up	Material world	Brilliant Brunel	Lost and Found
A study of	Classifying animals	Changes within living memory.	Fieldwork	Materials	The lives of significant individuals.	Human and physical geography
With a focus on	Dinosaurs	Going to school	School and the surrounding area.		Brunel	Comparing hot and cold climates. Story: Lost and Found
Length	All term	4/5 weeks	All term	All term	All term	All term
Additional unis		2 weeks at Christmas focusing on toys and games				
'101' Experience	Go on a mini-beast hunt	Experience hands on historical artefacts from their parents.		Build things out of junk	S.S. Great Britain	Visit the seaside. Go on a train
Buzz factor						
	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</p>	<p>1. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>1. Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>2. Use simple fieldwork and observational skills to study the geography of their school.</p> <p>3. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>1. Significant historical events, people and places in their own locality.</p>	<p>1. Name and locate the world's seven continents and five oceans.</p> <p>2. Names location and characteristics of four countries and capital cities of the United Kingdom and its surrounding areas.</p> <p>3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>4. Identify seasonal and daily weather patterns.</p>

	and name different sources of food.					
Skills Progression		<p>1. Recount changes in own life over time (Year 2)</p> <p>2. Uses words and phrases: old, new, young, days, months (Year 1) recently, before, after, now, later. (Year 2)</p> <p>3. Tell the difference between past and present in own and other people's lives. (Year 1)</p> <p>4. Looks carefully at pictures or objects to find information about the past. (Year 1 and 2)</p> <p>5. Estimates the ages of people by studying and describing their features. (Year 1 and 2)</p> <p>5. Describes objects, people and events. (Year 2)</p> <p>6. Writes own date of birth. (Year 2)</p>	<p>1. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. (Year 1 and 2)</p> <p>2. Use (aerial - year 2) photographs to recognise landmarks and basic human and physical features; devise simple picture maps. (Year 1) Construct basic symbols in a key. (Year 2)</p> <p>3. Use simple fieldwork and observational skills to study the geography of their school and its grounds. (Year 1 and 2)</p>		<p>1. Remembers parts of stories and memories about the past (Year 1)</p> <p>2. Uses past and present when telling others about an event. (Year 2)</p> <p>3. Uses evidence to explain reasons why people in past acted as they did. (Year 2)</p> <p>4. Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). (Year 1 and 2)</p>	<p>1. Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. (Year 1 and 2)</p>
Multicultural links		<p>Changing within living memory – Look at old school photographs for evidence of ethnic groups. Can you expand from schools? Look at the food in Tesco – how has that changed as immigration has increased. Look at restaurants; compare the range available now and in the past.</p>			<p>Brunel – completed his engineering studies in France. He was half French as his father was a refugee. Touch on other engineers or at least display pictures of them during the unit, show the children that there are also female and non-white engineers who have achieved great things.</p>	<p>Lost and Found – Ensure pictures used are not stereotypical.</p>

Year 3/4

Rolling Programme Y2

Term	1	2	3	4	5	6
Y3/4	The Y Project	We will rock you	Dem bones	Light and Sound	Raging Rivers	Victorians
A study of	Describe and understand aspects of human geography.	Changes in Britain from the Stone Age to the Iron Age		Light and Sound	Describe and understand aspects of physical geography.	A study if an aspect in British history that extends pupils' chronological knowledge beyond 1066
With a focus on	A Local study of land use- past, present and future.	Stone age	Human Biology	Investigations	Rivers and the water cycle <i>(focusing on UK)</i>	Victorians <i>(Industrial Revolution and Social Reform)</i>
Length	All term	All term	All term	4 weeks	4 weeks	All term
Additional unis				2 weeks on Easter	Oceans of the world	
'101' Experience	Experience hands on objects from their Grandparents' childhood	Cinema Visit				
Buzz factor	Walk around Yate		Visitors to support school		Slimbridge Greatwood	Sevington School
An inquiry into:	<p>1. *Fieldwork* Describe and understand key aspects of human geography, including types of settlement and land use</p> <p>2. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>3. 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.</p>	<p>1. Late Neolithic hunter-gathers and early farmers (e.g. Skara Brae)</p> <p><i>And/or</i></p> <p>2. Bronze Age religion, technology and travel (e.g. Stonehenge)</p> <p><i>And/or</i></p> <p>3. Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>1. *Fieldwork* Describe and understand key aspects of physical geography, including rivers and the water cycle</p> <p>2. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time</p> <p>3. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>1. A significant turning point in British History. <i>(Victorian Era; Industrial Revolution and Social Reform)</i></p>

<p>Skills Progression</p>	<p>1. 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. (Year 3 and 4)</p>	<p>1. Describes similarities and differences between people, events and objects. (Year 3) Use dates and terms correctly. (Year 3 and 4)</p> <p>2. Discuss most appropriate way to present information, realising that it is for an audience. (Year 3 and 4)</p> <p>3. Use subject specific words such as monarch, settlement and invader. (Year 4)</p>			<p>1. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Year 3 and 4)</p> <p>2. Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. (Year 3 and 4) Including a European country. (Year 4)</p>	<p>1. Describes how some of the past events/people affect life today. (Year 4)</p> <p>2. Look at 2 versions of same event and identifies differences in the accounts. (Year 3)</p> <p>3. Give reasons why there may be different accounts of history. (Year 4)</p> <p>4. Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. (Year 3 and 4)</p> <p>5. Suggest sources of evidence to use to help answer questions. (Year 3 and 4)</p> <p>6. Understands the difference between primary and secondary sources of evidence. (Year 4)</p> <p>7. Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. (Year 3 and 4)</p>
<p>Multicultural links</p>		<p>Stone age – All humans came out of Africa – people settled and were killed off by ice ages etc approximately five times before the Stone age settlements. Use a time line to look at other groups relevant to your class (eg in Hungry or Poland).</p>			<p>Rivers - Refer to rivers in the countries of any children in the class from other countries. When looking at maps discuss how Australia have North and South the other way around.</p>	

Year 5/6

Rolling Programme Y2

Term	1	2	3	4	5	6
Y5/6	WW2	Bright Sparks	All shook up!	Mayan Days	From Ape to Adam	From Spark to Sustainability
A study of	A local history study: An aspect of history (beyond 1066) that is significant locally	Light and Electricity	Describe and understand aspects of physical geography.	Non-European society providing contrast with British History	Humans and animals	Describe and understand aspects of human geography.
With a focus on	Yate and Bristol (Filton) during WW2		Earthquakes (Primarily in North and South America)	Mayan		Distribution and sustainability of natural resources
Length	All term	4/5 weeks	All term	All term	All term	4/5 weeks
Additional units		D&T project, focusing on woodwork. (E.g. make a church where when the gate shuts, lights turn on)				Drama project: putting on a performance
'101' Experience	Find out about Bristol in the WW2 Blitz.					
Buzz factor					Trip to Bristol Zoo	Trip to Big Pit
An inquiry into:	1. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 2. A local Study	Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram	1. Using maps to locate North and South America focusing on their key physical characteristics, countries and major cities . 2. Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). 3. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	1. Study of non-European society that provides contrasts with British history.	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animal Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics	1. Describe and understand key aspects of human geography , including the distribution of natural resources including energy, food, minerals and water 2. Name and locate counties and cities of the United Kingdom , geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time 3. Understand geographical similarities and differences through the study of Human and physical geography of a region of United Kingdom , a region in European country, and a region within North or South America .
Skills Progression	1. <i>Understands that the past has been</i>		1. <i>Locate the main countries in Europe and North or South America.</i>	1. <i>Identifies some social, cultural, religious and ethnic diversities of</i>		1. <i>Linking with local History, map how land</i>

	<p>represented in different ways. (Year 5 and 6) Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. (Year 5 and 6)</p> <p>2. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. (Year 5 and 6)</p> <p>3. Names date of any significant event studied from past and place it correctly on a timeline. (Year 5 and 6)</p> <p>Describe similarities and differences between some people, events and objects studied. (Year 6)</p> <p>Describe how some changes affect life today. Makes links between some features of past societies. (Year 6)</p> <p>Identifies and uses different sources of information and artefacts. (Year 6)</p> <p>Evaluates the usefulness and accurateness of different sources of evidence. (Year 6)</p> <p>Selects the most appropriate source of evidence for particular tasks. (Year 6)</p>		<p>Locate and name principal cities. (Year 5)</p> <p>2. Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. (Year 6)</p> <p>3. On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. (Year 6)</p>	<p>societies studied in Britain and wider world. (Year 5)</p> <p>2. Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor. (Year 6)</p> <p>3. Forms own opinions about historical events from a range of sources. (Year 6)</p> <p>4. Presents information in an organised and clearly structured way. (Year 6)</p> <p>5. Makes use of different ways of presenting information. (Year 6)</p> <p>6. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). (Year 6)</p> <p>7. Makes accurate use of specific dates and terms. (Year 6)</p>		<p>use has changed in local area over time. (Year 6) Year 5 – compare land use.</p> <p>2. Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T) (Year 6)</p> <p>3. Compare 2 different regions in UK rural/urban. (Year 5)</p>
<p>Multicultural links</p>	<p>WW2 – Mention black GI's in South Gloucestershire. You could watch an extract of the film, 'Small Island'. Mention how the American army was, until recently segregated.</p>					