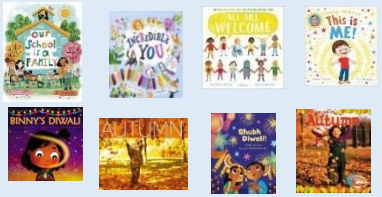
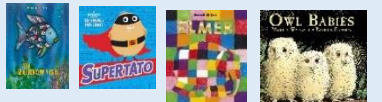


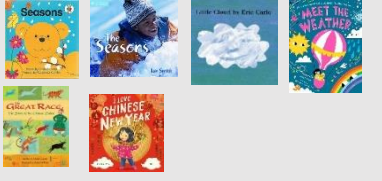
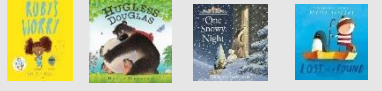


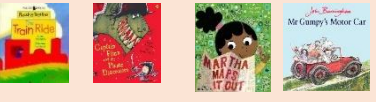





2024-2025		Exploration 1	Exploration 2	Exploration 3	Exploration 4	Exploration 5	Exploration 6	
1	EYFS 2 Year Cycle	Cycle 1	All About Me	People Who Help Us	Celebrations	Traditional Tales	Down on the Farm	Holidays/Journeys
		Cycle 2	All About Me	Staying Safe	Our World	Space	Minibeasts	Traditional Tales
		<b>All About Me</b>	<b>Staying Safe</b>	<b>Our World</b>	<b>Space</b>	<b>Minibeasts</b>	<b>Traditional Tales</b>	
		<p><b>What is your superpower?</b></p> <p>Through the Core Texts 'Our Classroom is a family' and 'All are Welcome' children are welcomed into our school community. Alongside this Core texts 'Incredible you' in FS1 and 'Supertato' in FS2, children will explore; who they are, what is special about them and begin to develop key Personal, Social and Emotional and Communication and Language skills of getting to know their peers. Children will begin to recognise key physical features of themselves, their interests and what makes them unique. Children will begin to recognise emotions in themselves and others and discuss these. Our final core texts 'Seasons: Autumn' and 'Awesome Autumn' we will explore the changing of seasons and all that Autumn has to offer.</p> <p><b>Core Texts:</b></p> <p>Our Classroom is a family by Shannon Olson.            What makes you unique? By Nathan Reed &amp; Rhys Brisenden            Awesome Autumn            All are Welcome by Alexandra Penfold            Supertato by Sue Linnet &amp; Paul Linnet            Seasons: Autumn</p> <p><b>Why this, why now?</b></p> <p>Many of the children will be starting their school journey during this term and this provides the opportunity to introduce the children into our school, form friendships with their peers and to share information about themselves to build connections with each other. This term is when the season begin to change from Summer to Autumn and the children can develop their understanding of the changes and can experience it visually in our local environment as we are situated alongside the local park.</p>	<p><b>Who can you call in an emergency?</b></p> <p>Through the core texts 'How do dinosaurs stay safe' and 'Room on the broom' children will learn about the different people who help us. This includes key service workers in their community, their roles in society and how they help keep us safe and look after us. Alongside the learning about emergency services, children will be introduced to different celebrations which occur in this time of year such as; Bonfire night, Halloween, Diwali and Christmas. The children will look at how they celebrate these events in their local environment and how people around the world celebrate different events making connections to similarities and identifying differences.</p> <p><b>Core Texts:</b></p> <p>Pip and Custards Fireworks by Jenny Cole            The best Diwali ever by Sonali Shah            How do dinosaurs stay safe? By Jane Yolen            A letter to Santa            Billy's Firework night by Pamela Malcom            Shubh Diwali by Chitra Soundar            Room on the Broom by Julia Donaldson            Christmas is coming</p> <p><b>Why this, why now?</b></p> <p>Learning about the people who help us enables children can make links to the people in their own community, building on from learning about themselves in Autumn 1. There are also several celebrations which occur at this time in the year. Some which the children will experience and some that the children can be exposed to and develop their own cultural capital within the setting. Children will also develop understanding of the importance of keeping themselves safe during the celebrations and how</p>	<p><b>How is our world changing?</b></p> <p>Children will begin to build a foundation of the world around them, discussing what they can see, feel, smell, hear, touch and know about the world. Children will learn about events happening in the world and link it back to helping their own environment and how they can be a positive influence. Children will begin to create links between seasons, weather and changes. Children in FS1 will use their core text 'We're Going on a Bear Hunt' to go on a sensory journey and recreate the story focusing on the different weather types and terrain. Children in FS2 will use the core text 'Clean Up' to begin to look at how to protect our environment and the different things we can do to make our world a better place. The children will also look at Lunar New Year, how this event is celebrated and compare it to New Year on the 31<sup>st</sup> December utilising the core texts 'The Chinese New Year' and 'The Great Race'.</p> <p><b>Core Texts:</b></p> <p>We're going on a bear hunt by Michael Rosen            I Love Chinese New Year by Eva Wong nava            Clean Up by Nathan Bryon            The Great Race by Dawn Casey</p> <p><b>Why this, why now?</b></p> <p>Children will have visually seen the changes which have happened since starting school moving from summer to autumn and now Winter. They will be able to discuss the changes and begin to form understanding of all the seasons. This also builds on understanding of themselves in Autumn 1, learning about people in their community in Autumn 2 to now looking at the environment around them. There is also a link from protecting themselves in Autumn 2 to protecting the world around them</p>	<p><b>How do you catch a star?</b></p> <p>Children will learn about the world above them, looking at the sun, moon and stars. Children will make links to the planet they live on and recognise some key features of the Earth. Children will use the core texts 'How to catch a star' and 'look up' to learn about the planets in our solar system and begin to talk about similarities and differences. Children will be able to go on an 'imaginative journey' and discuss what might be in our universe. Children will also learn about Easter, what this event is and how it can be celebrated.</p> <p><b>Core Texts:</b></p> <p>How to catch a star by Oliver Jeffers            Look Up by Nathan Bryon            Granny McFlitter's Eggcellent Easter by Heather Haylock            Five Little Easter Bunnies by Martha Mumford</p> <p><b>Why this, why now?</b></p> <p>This topic provides the foundation knowledge of space which is built upon in Year 2 and Year 5. This also builds on learning from Spring 1 where the children have learnt about the world around them to now looking into the world above them.</p>	<p><b>I'm a minibeast get me out of here!</b></p> <p>Through the core texts 'The very hungry caterpillar' and 'What the ladybird heard' Children will learn about a wide range of minibeasts, learning about their habitats and life cycles. Children will use the core texts 'Twist and hop the minibeast bop' and 'mad about minibeasts' to begin understand the need to respect and care for the natural environment and all living things. Alongside learning about minibeasts children will look into plant life cycles ultimately growing and caring for their own plant. Children will closely observe plants and animals, drawing what they see, hear and smell in order to foster a curiosity to the natural world around them.</p> <p>Alongside minibeast learning children will use the core texts 'the smile' and 'how to brush your teeth' children will develop their knowledge and understanding in how to keep their selves safe and healthy, linking in the importance of dental hygiene</p> <p><b>Core Texts:</b></p> <p>The very hungry caterpillar by Eric Carle            Twist and hop the minibeast bop by Tony Mitton            The Smile by Marie Voigt            What the ladybird heard by Julia Donaldson            Mad about minibeasts by Giles Andreae            Brush your teeth please by Leslie McGuire</p> <p><b>Why this, why now?</b></p> <p>This topic provides a foundation for which learning is continued in Year 1,2 and 3. The children will look at a range of animals and plants and their life cycles, which is then delved deeper into in later years. This topic is covered in Summer 1 to enable children to grow their own plants in an environment/ season which promotes new growth.</p>	<p><b>Who blew the house down?</b></p> <p>Children will use the anchor texts 'Goldilocks and the Three Bears, Jack and the Beanstalk, Little Red Riding Hood and The Gingerbread Man' to explore traditional tales. Children will learn to recite parts of the story, develop their expressive art skills by acting out scenes and develop storylines. Children will look at key characters, plots and settings and make links to their real lives.</p> <p><b>Core Texts:</b></p> <p>Goldilocks and the Three Bears            Little Red Riding Hood            The Gingerbread Man            Jack and the Beanstalk</p> <p><b>Why this, why now?</b></p> <p>This topic will begin to develop literacy skills around stories and storytelling. They will begin to look at how a story is formed and begin to develop 'why' questioning to find out more. This will provide a good foundation for the use of stories in writing and the different elements to a story. This is also continued in Autumn 1 in Year 1 as they look at The Three Little Pigs traditional tale.</p>	

	All About Me	Celebrations	Seasons and Weather	Traditional Tales	Transport, Holiday and Journeys	In the Garden
	<p><b>What is your superpower?</b></p> <p>Through the core texts ‘Our Classroom is a family’, ‘All are Welcome’, ‘Incredible you’, ‘this is me’ children are welcomed into our school community. Through these core texts children will explore; who they are, what is special about them and begin to develop key Personal, Social and Emotional and Communication and Language skills of getting to know their peers. Children will begin to recognise key physical features of themselves, their interests and what makes them unique. Children will begin to recognise emotions in themselves and others and discuss these.</p> <p>As we progress through the term our next non-fiction core texts are ‘Days out in Autumn’ and ‘Autumn’. We will explore the changing of seasons and all that Autumn has to offer. We will begin to build a foundation of seasonal change which is to be further developed in Spring 1.</p> <p>Our final core texts are ‘Shubh Diwali’ and ‘Binny’s Diwali’. We will begin to explore different religions and religious celebrations</p> <p><b>Core Texts:</b></p> <p>Our Classroom is a family by Shannon Olson. Incredible you by Nathan Reed &amp; Rhys Brisenden All are Welcome by Alexandra Penfold This is me! By George Webster Days out in Autumn (non-fiction) Autumn (Non-Fiction) Shubh Diwali by Chitra Soundar Binny’s Diwali by Thirty Umrigar</p>  <p><b>Talk through Stories:</b></p> <p>Talk through stories and Poetry Time (Read Write Inc.) will also be used within our curriculum. The aim is to provide opportunities to develop children’s vocabulary, explore a wider range of texts and their understanding of plot, characters, actions and motives.</p> <p>Some of the texts explore this half-term are: Rainbow Fish by Marcus Pfister Elmer by David McKee Supertato by Sue Hendra and Paul Linnet Owl Babies by Martin Waddell Poems – Where am I? and Bedtime Marchpast</p>  <p><b>Why this, why now?</b></p> <p>Many of the children will be starting their school journey during this term and this provides the opportunity to introduce the children into our school, form friendships with their peers and to share information about themselves to build connections with each other. This term is when the season begin to change from Summer to Autumn and the children can develop their understanding of the changes and can experience it visually in our local environment as we are situated alongside the local park.</p>	<p><b>What do you celebrate?</b></p> <p>Through our core texts ‘Pumpkin Soup’, ‘How many sleeps till my birthday’, ‘Funny bones’ ‘Uncle Bobby’s Wedding’, ‘The dinosaur who pooped a reindeer’ and ‘The Grinch who stole Christmas’ children will begin to explore a range of celebrations and events. These include Halloween, Birthdays, Weddings and Christmas. The children will look at how they celebrate these events in their local environment and how people around the world celebrate different events, making connections to similarities and identifying differences. The children will have opportunities to act out special events to them and others and link it to their own experiences.</p> <p><b>Core Texts:</b></p> <p>Pumpkin Soup by Helen Cooper How many sleeps till my birthday by Mark Sperring Funnybones by Janet and Allan Ahlbery Uncle Bobby’s Wedding by Sarah S Brannen The Dinosaur who pooped a reindeer by Tom Fletcher and Dougie Poynter The Grinch who stole Christmas by Dr Seuss</p>  <p><b>Talk through Stories:</b></p> <p>Talk through stories and Poetry Time (Read Write Inc.) will also be used within our curriculum. Some of the texts explored this half-term are: Room on the Broom by Julia Donaldson Winnie the Witch by Valerie Thomas The Scarecrows Wedding by Julia Donaldson One Snowy Night by Nick Butterworth Stickman by Julia Donaldson Poem - Cake-o-saurus</p>  <p><b>Why this, why now?</b></p> <p>Building on learning from Autumn 1 children will continue to look at different celebrations and special events. This is due to several celebrations occurring at this time in the year. Some which the children will experience and some that the children can be exposed to and develop their own cultural capital within the setting. Children will have the opportunity to join in a Christmas performance and school celebration events. This will also provide a foundation for when celebrations and historical events are focused on throughout the school years for example looking at Guy Fawkes in Year 1,</p>	<p><b>What s happening to the world around us?</b></p> <p>Through the core texts ‘Seasons’, ‘Little Cloud’, ‘The Season’, ‘Meet the Weather’ children will explore seasonal change and weather during this half-term. They will develop understanding of the changing world around them through their senses. They will explore the effects of winter on the environment around them, but how we adapt to suit this weather type, through clothing and activities. The children will also investigate how different animals may adapt to suit winter seasonal changes. Children will be able to compare different seasons covered so far but then predict what may happen in other seasons. Different weather types will also be investigated, looking at how we can keep ourselves safe in the different weathers.</p> <p>Alongside weather, children will learn about Lunar New Year through the core texts ‘The Great Race’ and ‘I Love Chinese New Year’ how this is celebrated all around the world and compare it to previously taught celebrations.</p> <p><b>Core Texts:</b></p> <p>Seasons by David Bennett Little Cloud by Eric Carle The Season by Ian Smith Meet the Weather by Caryl Hart The Great Race by Dawn Casey I Love Chinese New Year by Eva Wong Nava</p>  <p><b>Talk through Stories:</b></p> <p>Ruby’s Worry by Tom Percival Hugless Douglas by David Melling The Owl Who Was Afraid of the Dark by Jill Tomlinson Lost and found by Oliver Jeffers</p>  <p><b>Why this, why now?</b></p> <p>Children will have experienced different weather conditions whilst at school and will have visually seen the changes which have happened since starting school, moving from summer to autumn and now Winter. They will be able to discuss the changes and begin to form understanding of all the seasons and how weather and seasons link to each other. This builds on from Autumn 1 learning about Autumn and will provide a foundation for continued learning about seasonal changes and effects in Year 1 and animal survival in Summer 1, Year 1.</p>	<p><b>Who blew the house down?</b></p> <p>Children will use the anchor texts ‘Goldilocks and the Three Bears, Jack and the Beanstalk, Little Red Riding Hood and The Gingerbread Man’ to explore traditional tales. Children will learn to recite key parts of the story, develop their expressive art skills by acting out scenes and develop storylines. Children will look at key characters, plots and settings and make links to their real lives.</p> <p>Alongside this, children will explore Eid through the core texts ‘The most exciting Eid’ and ‘In my mosque’ and Easter through ‘The rhyming Rabbit’ and ‘Easter Story’ learning about how these events are celebrated all around the world and compare to previously taught celebrations.</p> <p><b>Core Texts:</b></p> <p>Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread Man Jack and the Beanstalk</p>  <p><b>Talk through Stories:</b></p> <p>Can’t you sleep little bear by Martin Waddell Five minutes peace by Jill Murphy A slightly annoying elephant by David Walliams A little but brave by Nicola Kinner Sonya’s Chicken by Phoebe Wall Poem – Bedtime Marchpast</p>  <p><b>Why this, why now?</b></p> <p>Children will begin to develop literacy skills around stories and storytelling. They will begin to look at how a story is formed and begin to develop ‘why’ questioning to find out more. This will provide a good foundation for the use of stories in writing and the different elements to a story. This is also continued in Year 1 as they look at The Three Little Pigs traditional tale.</p>	<p><b>Where and how can you travel?</b></p> <p>Through the core texts ‘The Train Ride’ ‘Mr Grumpy’s Motor Car’ ‘Captain Finn and the Pirate Dinosaurs’ and ‘Martha maps it out’ children will explore different modes of transport and their primary uses. The will discuss the different places they could visit, looking at how they would get there and what they may do. There will be opportunities for the children to reflect on their own experiences and tie these into their learning. The children will also explore a range of maps, looking at what they show and how to read them. The children will go on a ‘journey’ around school, develop their mapping skills to draw where they went and what they saw.</p> <p><b>Core Texts:</b></p> <p>The Train Ride by June Crebbin Captain Flinn and the Pirate Dinosaurs by Files Andrea and Russell Ayto Mr Grumpy’s Motor Car by John Burningham Martha maps it out by Leigh Hodgkinson</p>  <p><b>Talk through Stories:</b></p> <p>Wonky Donkey by Craig Smith Zog by Julia Donaldson Frocodile by Jeanne Willis and Stephanie Laberis Poem – Where am I?</p>  <p><b>Why this, why now?</b></p> <p>Children will look at range of transport and how these can be utilised to move around the world. They will be able to directly link their own experiences to prepare them for when comparing to the past in the Victorian era (Year 2) and the similarities and differences to modern day life.</p>	<p><b>What can you find in the garden?</b></p> <p>Through the core texts ‘The Tiny Seed’, ‘We’re going on a bear hunt’, ‘Mr Wolf and the Enormous Turnip’ and ‘Nature Trail’ children will utilise the outdoors to explore different plants and animals. They will learn how to grow a plant and what a plant needs to survive. Children will also investigate different animals, learning how to care for animals and respect nature. Within this there are lots of opportunities for observational drawings and discussions. Children will develop gross motor skills to build dens in the outdoors and explore different materials to investigate which is most suitable and why.</p> <p><b>Core Texts:</b></p> <p>The Tiny Seed by Eric Carle We’re going on a bear hunt by Michael Rosen Mr Wolf and the Enormous Turnip by Jan Fearnley Nature Trail by Benjamin Zephaniah</p>  <p><b>Talk through Stories:</b></p> <p>Farmer Duck by Martin Waddell Where the wild things are by Maurice Sendak The Extraordinary Gardener by Sam Boughton Poetry – Zanzibar</p>  <p><b>Why this, why now?</b></p> <p>This topic provides a foundation for which learning is continued in Year 1,2 and 3. The children will look at a range of animals and plants and their life cycles, which is then delved deeper into in later years. This topic is covered in Summer to enable children to grow their own plants in an environment/ season which promotes new growth. Den building and materials are also covered as links into further learning about materials and their uses in year 1.</p>

What makes the world alive?

**SCIENCE- What are everyday objects made from and why?**

Building on children’s first hand experiences of water, sand and malleable materials in EYFS, children continue their scientific enquiry by learning further about the names of other materials. They begin to describe their physical properties and group them together looking at similarities and differences.

Children will work scientifically by performing simple tests to explore the question ‘What is the best material for an umbrella?’ Children will perform simple tests and gather and record data to help them answer questions.



**Class Texts: We Build our Homes by Laura Knowles and Chris Madden  
The Three Little Pigs by Roger M. Fred**



Through the text ‘The Three Little Pigs’ Children will write dictated fiction sentences about the different materials the animals chose to use and their impact on building a home. This gives the children understanding of the purpose of materials and what materials are best suited for certain tasks and why.

**Why this, why now?**

Year 1 builds on the topic of Space and the outdoors in EYFS where pupils investigate shadows and different materials suitable for building rockets and dens. This understanding is vital for the learning in Year 3 and 5 where pupils investigate using the properties of materials in a more complex way.

Who are our historical superheroes and villains?

**Was Guy Fawkes an historical hero or a villain?**

Children will first learn about Guy Fawkes and the Gunpowder Plot; this will introduce them to the concept of Parliament and Kings and Queens. It also links to learning from EYFS around the historical significance of celebrations we have today. Children will then learn about The Royal Family and explore how members of the Royal family have contributed to our lives today. They will also explore the idea of ‘succession’ and its historical importance; this develops children’s chronological understanding as they learn about events which are beyond their living memory. It also helps them to understand why these events are important and why we commemorate them through anniversaries. This builds on learning from EYFS about celebrations and why we celebrate different events.

**Class Texts: The Queen’s Hat by Steve Antony  
The Royal Family by Helen Cox Cannons**

Through the anchor text ‘The Queen’s Hat’, children take a trip to our capital city London, discovering famous landmarks whilst also naming and locating the four countries and their capitals which make up the United Kingdom. This helps our children to build up their cultural capital and gives them an experience, knowledge and understanding of the importance of a place that few of them have ever visited. This begins to develop children’s historical knowledge and allows them to explore how the actions of important British people like the Royal family are crucial to Britain and



have impacted on our present and future. **This helps underpin children’s preparation for learning in Year 2 as they look at a significant global individual from history and examine their impact on the world.**

**Why this, why now?**

The chronological understanding needed in this topic is supported by the learning which takes place in EYFS about celebrations and why we celebrate different events. The focus around themselves as a person in the EYFS topic All about me also provides a foundation for investigating other people and their history. **This topic supports children when studying other historically significant people throughout school and the impact they have on us.**

Why do people live where they live?

**What is it like to live in Royston?**

Building on learning from EYFS, All about me, children further explore their surrounding locality, Royston. Children build upon their self-identity and a sense of belonging by exploring where they live. Children will use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surroundings.



**Class Texts: One Springy Day & The Secret Path both by Nick Butterworth**

Children will go on walks to the local park to observe animals in the local environment and the impact of human actions on our environment. Children will use simple compass directions, locational and directional language to describe the location of features and routes on a map.



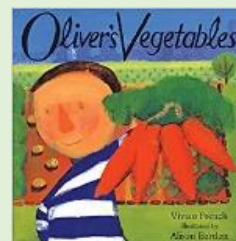
**Why this, why now?**

In EYFS children learn about how to be safe in their locality and explore the physical and human features of the school and their very close surroundings. Year 1 builds on this geographical fieldwork by exploring where they live and maps of the school. The knowledge taught in year 1 about **how to use maps and basic geographical language is crucial to beginning to open children up to the wider world in Year 2.**

What makes the world work?

**How do plants and trees change through the seasons?**

Through the anchor text ‘Oliver’s vegetables’ children build on their learning in Early years to further explore how plants grow. They learn the structure of a plant and the function of each part. They learn the names of some common wild and garden plants including deciduous and evergreen trees.



**Class Texts: Oliver’s Vegetables by Vivian French  
Tree by Britta Teckentrup**

Through the text ‘Tree’ children learn about how plants and trees change through the seasons and observe the weather associated with seasons. Children will use the school grounds and the local environment to answer and ask questions about plants.



**Why this, why now?**

The topic about what makes the world alive, links to EYFS themes Our World, In the garden, seasons and weather, and Mini Beasts. The content learnt by children in reception around environments, life cycles and taking care of plants and creatures, provide the foundation for this topic. Children will use the scientific knowledge taught in Year 1 to support their understanding of plants and animals in Year 2 and Year 3.

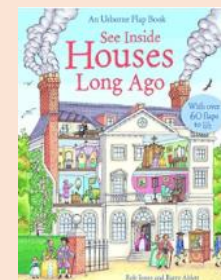
What is the world made of?

**How have homes changed from the past to the present day?**

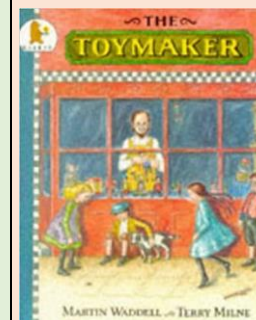
Through the anchor text ‘Houses long ago’, children will learn how homes have changed over the last 100 years.

**Class Texts: Houses Long Ago by Rob Lloyd Jones and Barry Ablett  
The Toymaker by Martin Waddell and Terry Milne**

Using this text, children are able to sequence events which builds on their knowledge of chronological understanding developed in Autumn 2 as they learn about the passing of time.



Using skills of historical enquiry, children learn about how homes and household objects have changed during the last 100 years by examining artefacts and other sources of evidence. Children will also look at toys from the past, which children their age would have played with so that they can



compare these with toys from today. **This also links to Year 2 Summer 2 topic and their anchor text, Major Glad, Major Dizzy.** An enrichment educational visit will give children the opportunity to discover and

experience objects from the past at first-hand; this allows children the chance to interpret difference sources of evidence and further develop their historical skills of knowledge, understanding and interpretation.

**Why this, why now?**

Historical enquiry begins in EYFS when children investigate their own past and a significant historical person. These enquiry skills using evidence and artefacts supports the learning which takes place in Year 1. **Children then take their understanding of chronology and enquiry to focus more closely on the coal mining industry and life in the Victorian era in Year 2.**

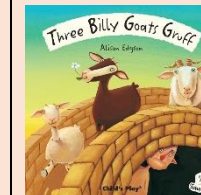
What can we learn from the past?

**How do animals survive in their habitats?**

Building on previous learning from Autumn 1, children will further explore seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in the world in relation to the North and South Poles.

**Class Texts: Meerkat Mail by Emily Gravett  
Three Billy Goats Gruff by Alison Edgson**

Through the anchor text ‘Meerkat Mail’ children will name a variety of common animals including fish, amphibians, reptiles, birds and mammals and identify carnivores, herbivores and omnivores. Children then explore animals and their habitats, children classify animals found across the world based on environmental dependency and feeding patterns. A trip to Yorkshire Wildlife Park or Cannon Hall Farm will provide children with first hand experience of animals in a replicated natural habitat.



Children will then use the text ‘The Three Billy Goats Gruff’ to retell a section of the story and their own composition.

**Why this, why now?**

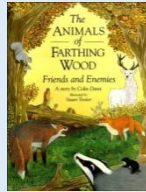
Children begin to look at the wider world in the EYFS topic Our World. **They investigate the planet, climate change and contrasting environments.** This comparative geographical understanding is key for children in year 1 who explore different localities. They also explore minibeasts in EYFS which supports children to classify in Year 1. **This geographical and scientific knowledge allows children to investigate the UK and Africa in more depth as contrasting localities as well as habitats of a range of animals need in Year 2.**

## SCIENCE -How do plants and animals survive?

Through Science investigation, children learn what makes animals alive: classifying different types of living things, exploring life processes and different habitats.

### Class Text: The Animals of Farthing Wood by Colin Dann

Through the classic anchor text "The Animals of Farthing Wood", children build upon learning in Year 1, Spring 1 to investigate the similarities and differences between different animals and habitats. Children explore how people's actions can affect the future and present their understanding of what makes the world alive.



As a hook, children will receive a letter informing them a housing company is going to build on Rabbit Ings, a local country park. Children will apply their knowledge and write to inform the building company of the damage and destruction this will cause to the animals and their habitats.

#### Why this, why now?

Children have classified animals and plants in EYFS (Mini-Beasts) and Year 1. This scientific knowledge supports children in their learning about all living things, life processes and habitats. The learning in Year 2 provides a foundation for in depth understanding needed about plants in Year 3, further classification about habitats and animals in Year 4 and Year 5. Also their study on the impact of humans on the world around them is key for this further study in Year 5 and 6.

## HISTORY- Why was Neil Armstrong an historical hero?

Building on learning in from EYFS and Year 1, children will further develop their historical knowledge of a significant individual who has contributed to international achievements by looking at the life of Neil Armstrong.

### Class Texts: The Extraordinary Life of Neil Armstrong by Martin Howard



### The Man on the Moon: a day in the life of Bob by Simon Bartram



Through the anchor text 'The extraordinary life of Neil Armstrong', children will learn how one individual followed his dreams to become the first man to walk on the moon and was honoured to take part in this international

achievement.

Children will gain a breadth of knowledge about the life of Neil Armstrong and the events surrounding the moon landings; this develops their chronological understanding through learning to sequence events. Children will deepen their historical knowledge and interpretation skills by examining a range of sources e.g. photographs/accounts/ stories/videos and discussing their reliability. Children will also develop their skills of historical enquiry through researching people and events connected with this topic, helping them to understand how and why things happened the way they did.

This topic builds cultural capital in our children by helping them to understand the skill of perseverance, how their own actions can affect theirs and others' futures and the significance of such an iconic event.

#### Why this, why now?

Children will have briefly been introduced to Neil Armstrong in EYFS when learning about Space. However, their study of Queen Elizabeth II, in Year 1, will provide key historical skills needed to investigate a person of significance.

This topic also helps to develop children's historical skills in preparation for Year 3 learning where they further develop their skills of historical enquiry and chronological understanding when examining The Romans and Boudicca's rebellion.

## GEORGRAPY- What are the differences between Royston and the Isle of Coll?

Building on learning from Year 1, Spring 1, children further explore the links between Royston and a contrasting area. Children will explore key features of Royston and compare and contrast these with an area by the sea through the text Katie Morag's Island Stories by Mairi Hedderwick. Children will enhance their locational awareness through an observational walk around the village taking note of human and physical features. Children will partner up with a school from a contrasting locality and write an informational text in order to inform children of their locality.

### Class Text: Katie Morag's Island Stories by Mairi Hedderwick



Children explore further similarities and differences between people in Royston and wider settings and apply their learning in order to write an auto-biography to inform an audience.

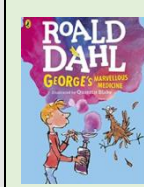
#### Why this, why now?

Year 2 provides a wider view of the children's locality which was explored in Year 1. Children are introduced to more detailed physical and human features as well as how to show these on a map. This supports the learning which will take place in Year 3 as children begin to compare different settlements and localities in the UK moving from a narrow view to a wider perspective of the world around them.

## SCIENCE- How can I look after myself?

Building on learning from EYFS, All about me, children learn the importance of self-care, exercising and a balanced diet. Through the non-fiction text 'Life on Earth: Human Body', children will gather information in order to write an information text to inform an audience.

### Class Texts: George's Marvellous Medicine by Roald Dahl Life on Earth: Human Body by Heather Alexander



A dental hygiene nurse will visit children and further explore the importance of healthy eating and oral hygiene.

Children will use the text 'George's Marvellous Medicine' to write to inform the audience how to make a marvellous medicine.

#### Why this, why now?

The topic 'How can we stay fit and healthy?' explored in EYFS is the foundation for pupils learning this Year 2 topic. They build on the biological understanding of the human body but also PHSCCE around looking after themselves. This themes continues through school but is closely linked to the Year 3 topic understanding how animals and plant grow. This also further links to Year 4 learning about the human body, major organs and the digestive system. Further links can be make with Year 6 learning where children explore the heart and what happens if it doesn't function properly.

## GEOGRAPHY- Where would you prefer to live, England or Africa?

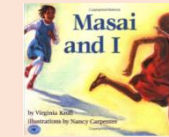
Building on their prior knowledge from Year 1, Spring 1, children wider their understanding of the world by studying the seven continents and five oceans. Children broadly study about the continent of Africa, and deepen their knowledge by studying the country Kenya, specifically the Masaai tribe.

### Class Texts: Lila and the Secret of Rain by David Conway

Through the anchor text 'Lila and the secret of Rain', children build upon previous learning in Year 1, Spring 1, by investigating the similarities and differences between weather patterns in a non-European country.



Through the text 'Masai and I' children will compare and contrast ways of life and learn about other cultures and traditions. An African drum workshop will develop children's cultural understanding and develop their awareness of contrasting traditions.



#### Why this, why now?

Year 1 children have begun to explore geographical comparisons linked to physical features including the weather and human features. They do this in more depth when they make comparisons between Africa and the UK. This deeper understanding of the world around them is needed when pupils explore Europe in Year 4 and the Americas in Year 5 and 6.

## HISTORY- How did Queen Victoria's reign change Great Britain?

Building on explorations from Spring 1 and previous years, children begin to learn about how our local area was different in the past compared to now. Through looking at the Victorian Era, children understand what it was like to live at that time.

### Class Text: Major Glad, Major Dizzy by Jan Oke



Through the text, Major Glad, Major Dizzy by Jan Oke, children can get a picture of what life was like during Victorian times. This also connects to the learning that children did in Year 1 Summer Term 2 about homes and toys from the past. Children will also examine the history and significance of coal mining locally and nationally. This enables the children to broaden their historical knowledge of our community and their local area. Skills of historical enquiry enable children to understand how the coal mining industry impacted on people's lives and communities, including our own through examining different sources of information.

An educational visit to The National Coal Mining Museum will provide children with first-hand experience of the life of a miner. It will also develop children's chronological understanding as they understand how coal mining developed from the 18<sup>th</sup> to 20<sup>th</sup> Century.

This topic also allows children to build cultural capital through understanding the significance of their local community, not only in the past but also in the present and future, and the part we all play in the regeneration of our local area.

#### Why this, why now?

In year 1, children have begun to develop their historical enquiry skills by investigating history in their locality. In Year 1 children also looked at homes and toys from the past, so during this topic, children can draw on that previous knowledge and understanding. These skills and the continuing chronological skills allows children to consider important historical periods that have impacted on the place where they live. This creates a basis for children investigating key historical events and how they impact different people. This is needed in Year 3 (Roman Invasion of Britain), Year 4 (Civil Rights Movement) and Year 5 (The Suffragettes).

## SCIENCE- Do you need light to see?

Children will encounter for the first time the concept of light and dark. They will learn that we need light in order to see and that light is reflected from surfaces. They will discuss how light from the sun is dangerous and how to protect themselves. They will explore how shadows are formed and how they change size. Children will build on their knowledge that light is reflected from surfaces to understand that the light reflects into the eye and that is how we see. They will build on their knowledge of shadows to explain that light travels in straight lines, which is why shadows are the same shape as the object that cast them.

### Class Text: The King who Banned the Dark by Emily Haworth-Booth



The anchor text, 'The King who Banned the Dark' focuses on a young boy with a fear of dark who grows up to be King. The text explores the theme of overcoming fears and works towards Parkside's intent that children will understand the world around them, how their words and actions impact others, and resilience when overcoming fears. The book also has political undertones, considering the use of power, and how people stand up for what they believe in.

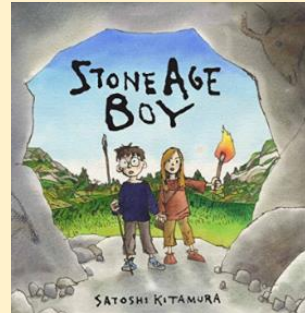
#### Why this, why now?

**Children in Year 2, investigated in depth about what make you healthy.** Year 3 builds on this by looking specifically at the eye, how it works and how to look after it. **They also use their understanding from KS1 about the properties of materials** to investigate how shadows are made and which materials are best for creating shadows and reflections. These scientific enquires support investigations that take place in the rest of KS2. Also, **the consideration about keeping ourselves healthy, and looking after ourselves, fits carefully in the rest of biology taught through KS2 (Year 4 the digestive system and Year 6 the circulatory system).**

## HISTORY- Who were the first people to live in Britain?

Children will examine the Stone, Bronze and Iron ages and travel back in time to 15,000BC. They will secure their knowledge of chronological understanding by creating a timeline of these historical periods and be able to confidently use historical vocabulary like AD, BC and Neolithic.

### Class Text: Stone Age Boy by Satoshi Kitamura



Through the anchor text 'Stone Age Boy', children will deepen their understanding around what life was like in Stone Age Britain; this deepens

children's historical knowledge as they begin to identify similarities and differences between different periods in history. This will allow children to use their knowledge to compare and contrast life in different eras when they later study Roman Britain in Summer Term 2.

This theme helps prepare children for learning in Year 4 when they look at ancient civilisations like The Egyptians; children are able to use their historical knowledge to compare and contrast these ancient civilisations with one another.

#### Why this, why now?

**KS1 provides children with chronological understanding about events which have occurred close to them.** This basic knowledge of the past and what past is allows children in Year 3 to consider life in prehistory.

**This theme helps prepare children for learning in Year 4 when they look at ancient civilisations like The Egyptians and the Ancient Greeks in Year 6;** children are able to use their historical knowledge to compare and contrast these ancient civilisations with one another.

## GEORGRAPHY-What makes the earth angry?

Children will build on their Ks1 physical feature knowledge to explore features that are more specific: volcanoes and earthquakes. In this theme, children will widen their locational knowledge by identifying key places where volcanoes and earthquakes occur.

### Class Text: Journey to the Centre of the Earth – based on the story by Jules Verne

Through the anchor text 'Journey to the centre of the Earth', children will explore the descriptions of the Icelandic volcanoes and layers of the Earth. Through this geography driver, children will also develop their scientific



knowledge of rocks and soils. They will learn about the properties of different rocks, in particular the formation of igneous rocks and describe how fossils are created. This theme will work towards Parkside's intent that children that children will be able to explain why certain natural disasters may happen and acquire the skill to use geographical language to describe physical features. They will understand that places are different to Royston/Barnsley/Yorkshire.

#### Why this, why now?

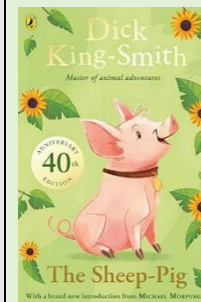
**In EYFS and Year 2 children began to look at humans' impact on their local environment.** This is crucial as in Year 3 children really begin to investigate the human impact on the earth and how that has changed the physical geography. They use their **knowledge of the different continents (year 2)** to explore where volcanoes lie. **This provide the knowledge needed when exploring climate change (year 4), deforestation (year 5) and protecting the oceans & coasts (Year 6).**

## SCIENCE- How do plants and animals move and grow?

Children will identify and describe the functions of different parts of flowering plants and explore what they need to live and grow. This will build on previous learning in KS1 where children have learnt the names of common wild and garden plants and learnt to identify the parts of a plant. New learning will mean the children will explore the part that flowers play in the life cycle of flowering plants.

Children will build on their learning from year 2 when they learn that humans and animals need different foods to stay healthy. Through new learning they will discover foods that are good for different aspects of the body. They can explore foods further in their learning about the importance of the skeleton and what foods will help bones to grow and be strong. It will also provide a basis for learning in year 4 when they learn about how nutrients are processed through the digestive system. Children will identify that humans and animals have skeletons and muscles. They will describe the purpose of these body parts to support, protect, and for movement.

### Class Text: The Sheep-Pig by Dick King-Smith



Through the anchor text, 'The Sheep-Pig', children build on their knowledge of various animals and how they grow and move. Set on a farm, with many different farmyard animals, the text has underlying themes relating to Parkside's own values, such as resilience and courage.

#### Why this, why now?

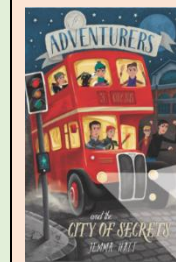
**Children will build on their learning from year 2** when they learn that humans and animals need different foods to stay healthy. It will also provide a basis for learning in **year 4 when they learn about how nutrients are processed through the digestive system.**

## GEOGRAPHY- What is so great about Britain?

Building on from learning in year 1 where the children acquire knowledge about the location of London through exploration of the Queen. Building on human and physical geography knowledge in year 2 about Royston and coal mining in Yorkshire. In this theme, children will develop human geography knowledge by exploring the reasons why people have settle where they do. They will compare different types of human settlement hamlets, villages, towns, cities, counties and countries in Britain. From this knowledge, they will have a good understanding of where Royston is, how it compares to other places in the countries and see similarities of why people settle where they settle.

They will do a short focus on London to gain understanding around the countries capital.

### Class Text: The Adventurers and the City of Secrets by Jemma Watt



Through the anchor text, 'The Adventurers and the City of Secrets', children continue to build on their knowledge of London which they previously studied in Year 1. Within the text, children explore various landmarks around London, trying to solve a mystery.

The text aims to develop children's cultural capital, comparing London to other areas they know, and relates to Parkside's core values by being courageous, having high aspirations for oneself and resilient in problem solving and overcoming problems.

#### Why this, why now?

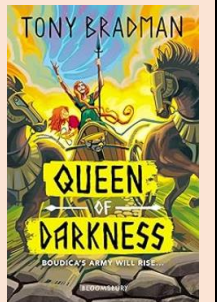
**KS1 have allowed children to conduct field work** which is centralised to where they live. Children now use these schools to conduct field work further away and into their locality. **They use their comparative geographical skills (UK and Africa Year 2) to then begin to investigate different settlements within the UK. This deeper understanding supports children in Year 4 when comparing climates, Year 5 and 6 the Americas.**

## HISTORY- Would you stand up to the Roman Army?

Children will broaden their historical knowledge through learning about the Roman invasion and occupation of England and Wales. This will help children to build on the chronological understanding and subject specific language they acquired at KS1, whilst further developing their chronological skills by creating a timeline of this Roman Era. Children will also deepen their historical knowledge of the Roman occupation through looking at specific aspects of life in Roman Britain; continuing to build on historical knowledge acquired in KS1, children will deepen their understanding, skills of historical enquiry and interpretation by looking at the specific event of Boudicca's rebellion.

This theme endeavours to achieve Parkside's intent that our children know and understand that our world and the people in it, have changed over time. Our children develop cultural capital as they are able to see the legacy of Roman Britain and understand what the Romans have done for us today, even though they invaded over 2000 years ago. Children will be able to recall dates of significant events and time periods; this equips our children with the historical knowledge and understanding that significant events happened in the past, which have contributed to the way we live today. Children will also build on their skills of historical enquiry in order to understand how we use different sources of information to find out about the past; examining the work of archaeologists and beginning to distinguish between primary and secondary sources of information.

### Class Text: Queen of Darkness: Boudica's Army Will Rise



Through the anchor text, 'Queen of Darkness: Boudica's Army Will Rise', children look at life in Roman times and what it was like. Children will explore different perspectives, particularly as this book focuses on Boudica and Rhianna, a young girl who is taken in by Boudica. It supports Parkside's intent in discussing a range of beliefs, key events in our world, and how to accept or challenge others.

#### Why this, why now?

Studying the Roman invasion is crucial for children to understand the impact that historical events have had on Britain. **They have previously studied up to the iron age and can clearly see then how the Romans changed Britain.** This period of study is **important to understand the differences in a similar time period through the Egyptians in Year 4.** It also begins and understanding of how **ancient civilisations can have an impact on how we live today when looking at the Greeks in Year 6.** **Historical interpretations made in this Year group are also crucial to Year 5 when studying Hitler as different people had different perspectives on his rule just like the Britons during the Roman invasion. Through the depth study of Boudicca's**

								<p>Rebellion, this also introduces the theme of gender equality and strong women who have impacted history. This continues throughout KS2 in Year 4 (Ancient Egyptians and Cleopatra, Civil Rights Movement), Year 5 (The Suffragist Movement) and Year 6 (Queen Elizabeth I).</p>
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## SCIENCE- What makes the world alive?

Children will learn to describe the functions of the basic parts of the digestive system in humans. **This will develop learning from KS1 and year 3 where children learnt about different types of food and what nutrients they provide the human body.**

**Children will build on their learning from year 2 when they learn that animals obtain their food from plants and other animals forming a simple food chain.** Children will construct their own food chains and learn about producers, predators and prey.

### Class Text: A Journey Through the Digestive System by Max Axiom

Through the anchor text, A Journey Through the Digestive System by Max Axiom, the children learn and are able to explain the process of the digestive system and how this works to break food down into our bodies. Furthermore, the text will expose the children to the scientific language that is used to describe the digestive system. Children will also learn about the different types of teeth and their simple functions. This new learning can be linked with the digestive system and the function of the teeth in the digestive process. It can also build on learning about carnivores and herbivores in previous years.



**Children will build on learning from year 2 where the children explored the impact people can have on habitats.** New learning will focus on the positive and negative effects of changes to an environment.

This theme will work towards Parkside's intent that children will be able to name the key organs in the human body. They will be able to look after their teeth and understand why it's important to look after their teeth.

#### Why this, why now?

Building on biology scientific knowledge from **year 2 about how to keep their body healthy and year 3's understanding around keeping the skeleton and muscles healthy**, pupils will investigate deeper into how our digestive system allows these things to happen. Without this prior knowledge children will not understand the important of their digestive system. This supports understanding which will occur in **Year 5 and 6** where pupils continue to develop their biological understanding of **how humans grow** and the importance of the **circulatory system**.

## HISTORY-What can we learn from the Ancient Egyptians?

Children will explore the fascinations of the Egyptian Civilisation and use their previous historical knowledge to compare and contrast this period with other Eras they have studied in Year 3 e.g. the Neolithic Ages and the Roman Empire. Extending their chronological understanding, children will look at this ancient civilisation gaining a broad knowledge of how long the Egyptians were a powerful force in the world. Children have the opportunity to deepen their historical knowledge by using different sources of information to provide evidence about what life was like in Ancient Egypt.

### Class Text: Marcy and the Riddle of the Sphinx by Joe Todd-Stanton



Through the anchor text, Marcy and the Riddle of the Sphinx by Joe Todd-Stanton, children are able to build on their skills of historical enquiry. This enables the children to further understand the importance of the work undertaken by archaeologists and Egyptologists in helping us to piece together information about life in Ancient Egypt, including examining the Egyptians culture and religious beliefs. The text also deepens children's understanding of Egyptian gods. **This links to their learning in Year 3, when they learn about Roman gods, and also Year 6 when they learn about Greek gods.** Deepening their historical knowledge, children will learn about significant individuals in Ancient Egypt like Tutankhamun and Cleopatra and begin to evaluate the usefulness of different sources of evidence. The study of Cleopatra also allows them to see how difficult it was to be a woman in a powerful position at this time.

**This historical knowledge underpins Year 6 learning where children are able to compare Ancient Egypt to other advanced civilisations like The Greeks.**

#### Why this, why now?

**The historical enquiry and knowledge established in Year 3 is crucial** for the development of pupils understanding. **By knowing the chronology of the Stone Age and the Romans, from Year 3**, pupils can see where a different civilisation fits and how they are all interlinked during history. Investigating war during the Ancient Egyptian Era continues to deepen the understanding of the Romans and the power of their army. **This historical knowledge underpins Year 5/6 learning where children are able to compare Ancient Egypt to other advanced civilisations like The Greeks.** It also continues themes of power which can be seen in the Romans and Nazi Germany. **Our key theme of strong woman in who have made history** weaves through this topic as children make comparisons between **Boudicca and Cleopatra which then link into the Suffragettes in Year 5 and Queen Elizabeth in Year 6.**

## GEOGRAPHY- What is the world made of?

Building on previous knowledge from year one's exploration of the arctic and meerkats habitats and year two's comparison of the UK to Africa. Children will widen their locational knowledge by identifying areas of desert and tundra. Children will compare the sites and build on human geography knowledge about reasons for settlements. This theme will work towards the intent that children will acquire the skill to use geographical language to describe physical features and explain why certain places have specific types of weather. Through this geography driver, children will also develop their scientific knowledge of solids, liquids and gases. In Key Stage 1, children will have learnt about the properties of everyday materials and how they can be bent, squashed, twisted and stretched. Moving on from this learning, children will encounter for the first time solids, liquids and gasses. Children will observe the changes of materials when they are heated or cooled and they will learn about the processes of condensation and evaporation in the water cycle.

### Class Text: The Polar Bear Explorers Club by Alex Bell Holes by Louis Sachar

The main character in the text 'The Polar bear Explorers Club' sets out on a mission to find the coldest parts of the Iceland's but is separated from her explorer father. The text will describe the tundra which will aid the children's understanding of the



different types of physical geography there are in the world.

This theme will work towards Parkside's intent that children will be able to describe different physical features using geographical language and be able to explain the weather. They will understand that places are different to Royston/Barnsley/Yorkshire.

#### Why this, why now?

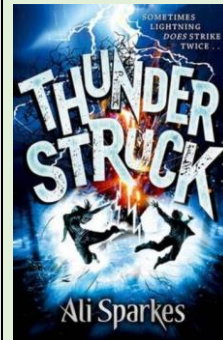
**Prior geographical skills and knowledge developed in KS1 around habitats in different environments for animals** allow for a foundation to build on when looking at these same locations but with human conditions considered. Their **understanding from Year 3 around why people live in different locations in the UK** and the different types of settlements allows pupils to draw on their understanding of what different settlements might look like and reasoning behind why people live there. These skills and knowledge provide a more detailed foundation for **year 5 and 6 where pupils begin to look at locations further away and in depth human reasoning behind why people live where they live including the consequences of this.**



## SCIENCE- What makes the world work?

Children will explore and identify the way sound is made through vibration using a range of different materials and how vibrations from sounds travel to the ear. They will explore how the pitch and volume of sounds can be changed in a variety of ways. The main characters in the anchor text 'Wonderstruck' are hearing impaired. This text will expose the children to life without sound. The book can be used as a discussion tool about how important sound is and how it affects lives. The children will encounter electricity for the first time in year 4 where they will identify common appliances that run on electricity. The children will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. To underpin learning that will occur in year 6, children will draw circuits as a pictorial representation, not necessarily using conventional circuit symbols.

### Class Text: Thunder Struck by Ali Sparkes



Through the anchor text, Thunder Struck by Ali Sparkes, children gain a further understanding of how a lightning strike can generate electricity. It also allows children to study a different genre of book which they have not encountered before.

#### Why this, why now?

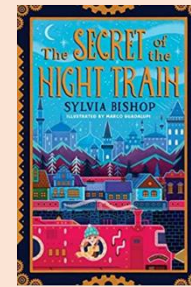
This theme will work towards Parkside's intent that children will know the dangers of using and working with electricity so they can stay safe. In this topic, children are building on their understanding of the physical world around them and how it works. Although the areas of content are different, it is **the scientific enquiry and skills, which are developed.** During this topic, children will learn how to plan, conduct, record and conclude a range of scientific experiments. These will develop from those in **Year 3 where pupils focus on just one skill at a time.** Year 4 pupils will be expected to consider a number of these skills in more depth. This builds on knowledge and skills needed for **Year 5 and 6 where they will be asked to conduct their own investigations, carry out investigations with a number of variables and use more complex ways of recording and interpreting results.** All of these skills support and are linked to pupils statistical skills required in maths for their year group.

## GEOGRAPHY- Why do people live where they live?

Building on learning in previous years children will continue to gain physical geography knowledge about the reasons why people choose to settle in different places. **Children will also build on locational knowledge of the UK and the locations of earthquakes and volcanoes explored in year 3.**

### Class Text: The Secret of the Night Train by Sylvia Bishop

Through the anchor text 'The Secret of the Night Train', the children will explore the European countries the main characters travel to throughout the book. This theme will work towards Parkside's intent that children will have knowledge that allows them to understand places are different to Royston/Barnsley and make an informed choice about where to live as an adult.



#### Why this, why now?

Children are developing their understanding of the world they live in and why people live where they live. **In Year 3, pupils focused on the UK and investigated different types of settlements and physical features of the UK.** They will use these geographical skills to look at a wider expanse of land (Europe). Children begin to really consider similarities between cities and why they become a popular choice for people to live. This creates the foundation for **Year 5 and 6 where pupils look not just at why people live where they live but the conditions where they live and what environmental impact that might have on the world.** For example in **Year 5** where children investigate human impact in **deforestation** and in **Year 6** where children investigate the **human impact on the climate through costal erosion, climate change and pollution.**

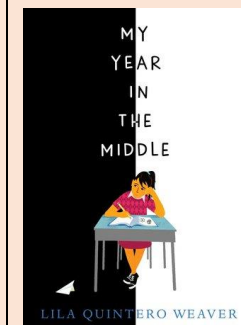
## HISTORY-What can we learn from the American Civil Rights Movement?

This theme looks at the movement for Black Civil Rights and equality, specifically in the USA, giving children the opportunity to explore 20<sup>th</sup> Century history; **building on previous historical knowledge gained in Y2 and Y3 about significant and inspirational individuals who made history.** Children are able to broaden their historical knowledge through looking at a timeline of the Civil Rights movement, from the Triangular Slave Trade, the emancipation of slavery in 1865 and The Jim Crow Laws to the present day. This further secures children's chronological understanding and allows them to order significant events in history.

Children are given the opportunity to deepen their historical knowledge through learning about specific individuals and events including Little Rock and the death of Emmett Till, using evidence to explain the full details of an event. Utilising their skills of historical enquiry, children are able to research two versions of an event and discuss how they are different; children also have the opportunity to examine a range of primary and secondary sources of information to research the lives of significant individuals in the Civil Rights Movement e.g. Martin Luther King, Rosa Parks, Malcolm X

### Class Text: My Year in the Middle by Lila Quintero Weaver

Through the anchor text, My Year in the Middle, by Lila Quintero Weaver, children explore racial issues



in Alabama during the 1970s. This allows children to understand that although the work of significant individuals like Martin Luther King and Rosa Parks might have changed laws within America, they did not necessarily change some people's views.

This shows the children that society and not just the law needs to change in order to combat racism. This theme also helps our children to understand the responsibility they have as global citizens to act fairly and without prejudice. It also builds cultural capital in our children by allowing them to understand the inequality that many BAME people experience even today. **This theme also prepares our children for learning in Year 5 when they examine prejudice and inequality in Hitler's Germany which led to the Holocaust.**

#### Why this, why now?

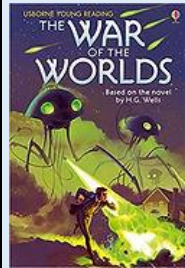
In year 1, pupils learn about people fighting for power through the gunpowder plot. **In year 3, pupils develop this through the invasion of the Romans into Celtic Britain.** This prior historical knowledge and enquiry around fighting for people's beliefs create a foundation for Year 4 to investigate and make comparisons within the civil rights movement. This supports historical knowledge of the **persecution which occurred during Hitler's Rise to power in Year 5.** The theme of inequality and women in power also continues

							through this topic as the investigation into Rosa Parks links explicitly to make comparisons between, Queen Victoria (Year 2), Boudicca (Year 3), Cleopatra (Year 4), The Suffragettes (Year 5) and Queen Elizabeth (Year 6)
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## Science – How do forces affect Earth and Space?

In this theme, the children will identify and explore the effects of friction and movement on different surfaces. The children can discover why Galileo Galilei and Isaac Newton are important to the understanding of gravitation. During an exploration day, the children will focus on the force of air resistance by working scientifically to create the best parachutes for an egg.

**Class Text:** The War of the Worlds by H. G. Wells (Usborne version)  
Dr Maggie's Grand Tour of the Solar System by Maggie Aderin-Pocock



After looking at forces, children will apply this knowledge to the wider theme of Space. They will learn how gravity affects the orbit of different celestial bodies and also consider the work of different astronomers and scientists in discovering this. **Children will have some knowledge to bring to the science topic of space. In Key Stage 1, children learnt about seasons and a significant individual in history - Neil Armstrong.** While the learning was not around the science of space, the children will learn about Neil's achievements, which were in space.



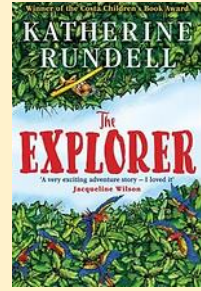
This theme will work towards Parkside's intent that children will be able to name some other planets and understand that the Earth isn't the only thing that exists. They will know famous scientists and their impact on the world today.

### Why this, why now?

Studying space in Year 5 is one of the highlights of the year for our children. **It builds on knowledge gained about Space from Foundation Stage and Year 2 when they study Neil Armstrong.** This topic continues to build their skills in scientific enquiry. Children investigate physics in a number of ways. In previous year groups, **they have been asked to make simple tests and record them using diagrams and simple units of measure (Year 1, 2, 3 and 4).** Children now begin to discuss their own hypotheses and build their own investigations, recording in numerous ways and presenting their findings to others. This becomes a base for **Year 6 where pupils make explicit links between their hypotheses, methods and findings. They will also change a number of variables.**

## Geography - Are Rainforests The Lungs of the Earth ?

Children will explore the significance of the Amazon river and rainforests. They will learn why the Amazon river and rainforest is important to humans, animals and plants. They will look at the environmental issues around deforestation.



**Class Text:** Explorer by Katherine Rundell

This theme will work towards the intent that children will build on the geographical language from theme 3 to describe physical features and they will understand that places are different to Royston/Barnsley/ Yorkshire. Children will have an awareness of different environmental issues and what they can do about them.

### Why this, why now?

Children have studied physical geography in each Year group, by understanding what the world is made of. **They investigate the physical geography of their locality in KS1 then compare this to that of Africa. Year 3 investigates the earth beneath our feet and how volcanoes/rivers/earthquakes are formed and Year 4 make a comparison between extreme environments.** These comparative geographical skills help children in Year 5 to compare the Amazon to their own locality but also those they have previously studied. They also begin to study human geography in more detail through the impact of deforestation. **This links carefully to knowledge gained around climate change in Year 4 and supports the need for Fair Trade in year 6.**

## History – What can we learn from the women's suffrage movement?

This theme looks at Democracy in Britain through the fight for Women's Suffrage. It examines the part that The Suffragettes and Suffragists played in securing the vote for women and also looks at the part played by significant individuals like Emmeline, Christabel and Sylvia Pankhurst, Millicent Fawcett and Emily Davison. Children are able to build on the knowledge they gained previously in Year 5 about democracy when learning about Hitler's Germany; it also builds on the knowledge and understanding they gained in Years 4 and 5 about prejudice.

**Class Text:** The Secret Suffragette by Barbara Mitchell Hill

Children broaden their chronological knowledge by examining the events of the 1900s-1920s period including the effect The Great War had on the lives and perceptions of women in Britain.



This theme builds cultural capital in our children as it shows them experiences of others who fought for something they believed in. It allows our children to understand how this has impacted on their life today and why we all have a role to play in the democratic process.

### Why this, why now?

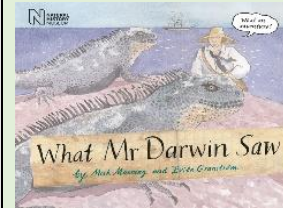
The suffragist movement continues our themes of gender equality and strong women, prejudice and civil rights. **Children investigate strong women through Queen Elizabeth II (Year 1), Boudicca (Year 3) and Cleopatra (Year 4).** Understanding the struggles women in power faced during history supports the knowledge that children need to study the Suffragettes. **By studying the Civil Rights movement in Year 4, children also understand prejudice and the fight for civil rights** that happen throughout history and still continue today. It is vital that children understand this fight to ensure that they have a role to play in democracy and a voice to make a change. **This knowledge and historical skills support their study of Elizabeth I in Year 6.**

## Science – How do living things change over time?

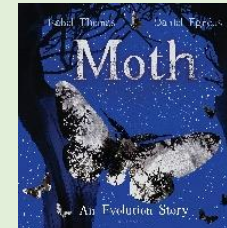
The topic will begin with children building on their learning from year 2 when they learnt that animals and humans have offspring that grow into adults. Through new learning, children will describe the changes that a mammal, an amphibian, an insect and a bird go through as part of their life cycle. They will work scientifically by observing butterflies.

**Class Texts:** What Mr Darwin Saw by Mick Manning  
Moth by Isabel Thomas

After developing their understanding of how living things change throughout their lifetime, children will begin to look at evolution. Children will learn about how characteristics are passed from parents their offspring (e.g. dog breeding). They will look at how some characteristics are more or less advantageous and how this leads to evolution.



This topic builds cultural capital in our children as they will gain a deeper understanding about our place in the world and where we have come from. They will learn that there is not one superior adaptation, but rather animals and humans have adapted in different ways to suit a wide range of environments and conditions.



### Why this, why now?

**The biological knowledge gained from understanding of how the human body grows and develops in Year 2,3 and 4 provides the foundation needed to understand evolution.** Knowledge gained from geography about **animal adaptations in Year 4 and Year 2 also support this learning.** Without this key prior knowledge pupil will not be able to understand that animals including humans develop over time due to adaptations of their surroundings. **This learning in Year 5 allows pupils to develop ethical views around using the heart of a pig to keep a human alive and how we may continue to adapt and evolve in the future which they study in Year 6.**

## Geography – Why do people live in New York City?

Learning will build on human geography from year 2 and 3 about reasons for settlements are built in certain locations. Using the USA and New York as a focus (linking with the class text), children will look at physical features which make an appropriate place for a city e.g. major rivers, transport links, weather etc.

They will explore physical geography with a focus on rivers. They will be able to locate major rivers on a world map and identify that there are often cities built near them. They will also develop the skill to use geographical language to describe rivers.

**Class Text:** Trouble in New York by Sylvia Bishop

This will include learning about the water cycle, which will **build upon learning about evaporation from year 4.**



This theme will work towards Parkside's intent that children will have knowledge that allows them to understand places are different to Royston/Barnsley and make an informed choice about where to live as an adult. It will also give the children more knowledge of other well-known countries and continents.

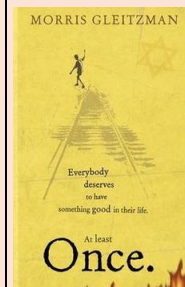
### Why this, why now?

As part of the National Curriculum programme of study, children in Year 5 complete a study about North America. This study focused on why people live where they live. The children will have studied this area in every previous year group. **Their geographical skills in using an atlas, locating the continents in year 2 and locating various countries in Europe in year 4 support them in locating and understanding where North America is. Their study in settlements in the UK (Year 3), location of cities in Europe (Year 4) and positive/negative factors in where people live (Year 2/3/4) give them the prior knowledge they need to investigate why people live in New York.** This deeper study into a location and in the Americas then build a foundation for **Year 6 when they investigate South America thus building a comparative knowledge base.**

## History – Why was Hitler an historical villain?

This theme looks at life in Hitler's Germany as children learn about the rise of Fascism and how Jews and other minority groups were victimised. It examines how and why ordinary people in Germany accepted and did not challenge or stand up to unfair and prejudiced behaviour towards Jews which eventually resulted in the Holocaust during World War II. They will plot all of this on a timeline to broaden their chronological understanding. They will also complete a historical enquiry into the propaganda techniques which were used to influence people.

**Class Text:** Once by Morris Gleitzman



The topic links to previous learning from Year 4 about the Civil Rights Movement so they understand the nature of prejudice and how some people are treated differently in society.

This builds cultural capital in our children because it allows them to learn about the experiences of others who have been treated unfairly; it reminds our children that we all have a responsibility to stand up and challenge behaviour which is wrong, even when this might be difficult

### Why this, why now?

In every year group, pupils use their **historical enquiry skills to investigate a person of significance.** They use these skills to now investigate Hitler's rise to power. The understanding gained around **prejudice and persecution from the Civil Rights Movement (year 4)** supports the human viewpoints needed to investigate why Hitler persecuted the Jewish community. This topic gives children the **ethical knowledge about what people in power should do to support others when they look at Fairtrade in Year 6.**

## SCIENCE – Would you have the heart of a pig?

Children will use their previous learning from across key stage 2 to classify plants. They will use learning from year 4 about how to group animals and plants using classification keys. New learning will mean children will learn the difference between vascular and non-vascular plants and will use this to classify a variety of plants. This will be separate learning.

In previous years, children will have learnt about how organs have a specific function in the human body. Through new learning and the use of the anchor text, children will identify and name parts of the circulatory system and describe the functions of the heart, blood vessels and blood.

The main theme of the anchor text 'Pig Heart Boy' is around the main character having an incurable heart defect and a doctor wanting to help him by giving him the heart from a pig. The scientific language the doctor uses in the text will support the teaching of the circulatory system. Building on learning in year 2 and 3 children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

This theme will work towards Parkside's intent that children will be able to name the key organ in the human body and know how plants grow and what they need to survive.

### Class Text: Pig Heart boy by Malorie Blackman

The main theme of the book is around the main character having an incurable heart defect and a doctor wanting to help him by giving him the heart from a pig. Throughout the story, the characters change their minds about whether Cam getting a pig heart is the right thing to do. I can use this to lead the children to discuss animal rights and the moral issues around taking animal organs throughout different sections of the story.

The main character is the same age as the pupils, so they can relate to his behaviour and feelings. As the main character is relatable, this will support the children when they write in the role of the character.

This text will expose the children to scientific language some of which they will be unfamiliar with and will link to the science topic about the circulatory system.

**Why this, why now?**  
**Building on learning**

**in year 2 and 3 children will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.** Also in previous years, children will have learnt about how organs have a specific function in the human body (Year 3 skeleton and muscles and Year 4 digestive system). Through new learning and the use of the anchor text, children will identify and name parts of the circulatory system and describe the functions of the heart, blood vessels and blood. **This continuing theme of keeping themselves**



## HISTORY – How did Elizabeth I change history?

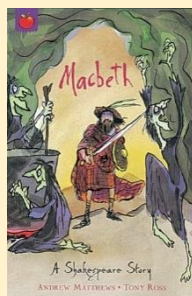
This theme looks at one of the most famous periods in British history as children examine some of the most iconic rulers England has ever had. Children develop a broad historical knowledge of the Tudor period and demonstrate their chronological understanding by creating a timeline of the Tudor Dynasty, recalling dates and significant events. Children will also deepen their historical knowledge through a depth study of Queen Elizabeth I as a significant individual in both British and World history.

Using skills of historical enquiry, children critically look at sources of evidence and begin to examine how an author/artist may be trying to persuade or give a specific viewpoint to influence your thinking. They also build on previous learning in Year 5 when looking at the role Propaganda plays in cementing a monarch's power. These learning elements help to prepare children for History in Secondary School as they have a good grasp of chronological understanding, understand the concept of inference and are able to recall and sequence important events in both British and World history.

This theme also develops cultural capital in our children as it helps them to understand the part that England, and later Britain through the Empire, played in shaping the world that we live in today. It also explores the struggle and discrimination that Queen Elizabeth will have experienced as a female ruler and it reminds us how far society has changed but also shows us that, even today, more needs to be done to ensure gender equality.

### Class Text: Macbeth by William Shakespeare

Year 6 will be studying Macbeth by William Shakespeare. It is vitally important the children are encouraged to read some of the greatest authors and playwrights in English history. Therefore, through understanding how Elizabeth created a



platform for the arts during her 'Golden Age', children will be easily able to use their knowledge of this to understand the explosion of and impact of playwrights like Shakespeare and Marlow. Children will also use the text to consider themes of the time such as prejudice against women and whether they were purposefully included or an outcome of the views of the time. Children will use this text to create their own modern day version of Macbeth and question prejudices in today's society.

This text will expose the children to historical language that they will be unfamiliar with.

**Why this, why now?**

**Building on previous learning in Year 5, children continue to look at the role Propaganda plays in cementing a monarch's power which they have seen during Hitler's reign.** These learning elements help to prepare children for History in Secondary School as they have a good grasp of chronological understanding, understand the concept of inference and are able to recall and sequence important events in both British and World history.

## GEOGRAPHY – How can we change our future?

Through this text the children can explore the issues that arise from drought and why water is an important natural resource. The children will learn about the coast. In year 2, children will have compared Royston to a seaside town. Building on this learning, the children will locate coastal areas around the UK and describe their physical features. The learning will focus on describing and explaining the human features including the land use, economy and the use of the natural resources. Children will have the opportunity to discuss environmental issues arising from the anchor text and the study of economy in coastal areas. The focus will be overfishing and polluting the sea then they will look at how water can be used for energy. This will link to the previous theme about electricity and renewable energy.

This theme will work towards Parkside's intent that children will have an awareness of different environmental issues and what they can do about them. They will understand that places are different to Royston/Barnsley/Yorkshire and they will be able to describe different physical features using geographical language. Through this topic they will discover what the coast is and how coastal areas have changed due to human impact. Using the class text theme as a stimulus we will develop awareness of environmental issues arising in coastal areas (pollution, overfishing and tourism) and how human activity impacts on this.

### Class Text: Floodworld by Tom Huddleston

This book is centred around children Kara and Joe, who live outside the wall and spend their days navigating perilous waterways to try and scratch out a living. Joe and Kara are swept up into a revolution of justice and vengeance as they try to fight back to save their city from devastation. This book offers a devastating picture of a future London which is reduced to chaos, violence and brutal inequality due to the effects of climate change. It also explores issues around the greed of those in power who have created and segregated an underclass to take the brunt of the devastation. Key themes in the book look at how we choose to fight for justice, through peaceful rebellion or violence. It also explores how abuse of power and the use of 'charisma' in not just confined to 'baddies'.



**Why this, why now?**  
**In year 2, children will have compared Royston to a seaside town.** Building on this learning, the children will locate coastal areas around the UK and describe their physical features. **They also use their knowledge of climate change from Year 4**

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## SCIENCE – Do states of matter, matter?

This theme focuses on the chemistry topic 'States of Matter'. Children will learn that matter makes up our planet and the whole universe. On Earth, all matter exists in one of three main states: solid, liquid or gas. Children will have the opportunity to understand how some materials dissolve and separate through experiments.

In previous years, children will have learnt about materials and their properties. Through new learning and the use of the anchor text, children will dissolve, mix and change the properties of materials. They will learn how temperature and pressure affects substances in different states and how matter changes state. The main theme of the anchor text 'Itch' is around the main character having a passion for chemistry. The scientific language that he uses and his teachers use will support the technical language of states of matter.

This theme will work towards Parkside's intent that children will be able to name the three states, explain the properties of materials and understand that the Earth exists in one of three main states. They will know famous scientists and their impact on the world today.

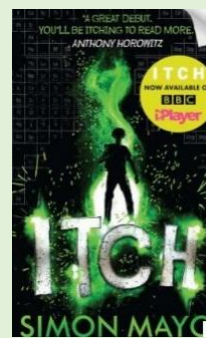
### Class Text: Itch by Simon Mayo

This book is about a child, Itchingham Lofe, who loves science, especially chemistry. He is an element-hunter and in his spare time collects the elements in the periodic table. The children will enjoy reading this book because the main character has a passion for science and loves to experiment. Even though the main character is male there are two strong female characters, who are the same age as Itch. Together, they find themselves tangles in a shadowy web of mystery and action.

The overriding theme of chemistry will be linked to the science topic and will provide stimulus for both writing tasks. This text will expose the children to scientific language that they will be unfamiliar with.

**Why this, why now?**

**Using their knowledge of the properties of materials from Year 2 and Year 3 children begin to investigate how materials change through chemical processes.** There learning around the water cycle also supports their understanding of the properties of state. **Children use this understanding of how the world works to allow them to prepare them for their next stage in education.**



## GEOGRAPHY – Should we care about the other side of the world?

Building on previous locational and physical geography surrounding rainforests, from year 5, this theme will work towards the intent and make an informed choice about where to live as an adult.

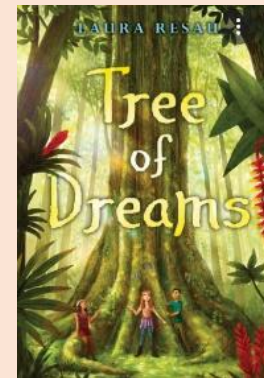
This theme will build on the locational knowledge throughout the curriculum. In particular, the children will be able to use knowledge from the geography themes in year 5 about America, rivers and rainforests. The children will focus on the other aspects of physical geography in South America and mountains in America and the rest of the world.

They will also learn why South America is important to the UK through the trading of food. A focus will be on children gaining the knowledge of how trading affects the farmers and why fair trading is important.

This theme will work towards Parkside's intent that children will gain knowledge of why places are important to the UK through exploration of trade. that children will have knowledge that allows them to understand places are different to Royston/Barnsley

### Class Text: The Tree of Dreams by Laura Resau

The class text is set in North America but mainly South America. The author describes the settings in the book in great detail which will allow the children to gain knowledge of places through a fiction perspective. The main theme of the text surrounds people who live in a rainforest, which is slowly being destroyed by oil extractors and the main characters who own a chocolate shop in North America. The main characters visit the forest and teach the natives how to grow and harvest cacao. The story ends with the natives being able to harvest cacao and trade it for money. It will give a relatable example of where trading impacts on lives.



This text will expose the children to geographical language that they will be unfamiliar with. It will also link to the next topic as the main character talks about her heart using scientific language.

**Why this, why now?**

Throughout this topic, **children will use their geographical knowledge of the world (Year 2 continents, Year 3 volcanoes, Year 4 oceans and mountains of Europe).**

In particular, the children will be able to use knowledge from the geography themes in year 5 about America, rivers and rainforests. **The ethical topic around Fair Trade allows children to**

## HISTORY – How has the past influenced us today?

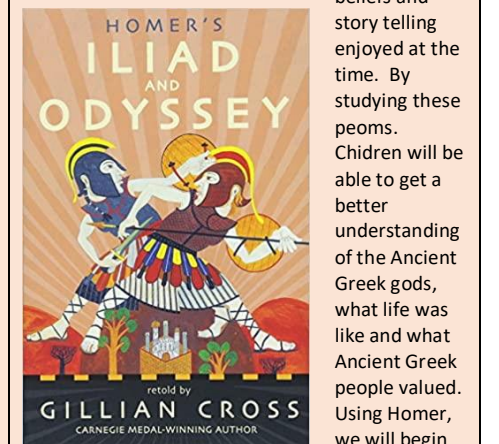
This theme will work towards Parkside's intent that children know that the world and people have changed over time and to understand how the past has affected our lives today positively. Children will be able to recall dates of significant events and time periods.

Using skills of historical enquiry, children will critically look at sources of evidence and begin to examine how the Greeks treated women, which links to Year 5 when looking at the Suffragettes. The children will also create a timeline, focusing on chronological order, understand what Britain may have learnt from the Greeks and compare the Greeks to the Egyptians, which is taught in Year 4.

This theme develops cultural capital in our children as they have limited opportunities to experience life and history outside of Royston and Barnsley. Therefore, we need to develop their understanding of history and how history has shaped Britain and the wider world. This theme develops cultural capital in our children as it helps them to understand the part that ancient civilisations played in shaping the world that we live in today. It also explores the advances made by significant individuals in astrology and mathematics and it reminds us how far society has changed.

### Class Text: – The Iliad and Odyssey retold by Gillian Cross

For over 3000 years, people have been spell bound by the Iliad and The Odyssey. The world Homer wrote about was very different from our own, but the story of the Trojan War and the adventures of Odysseus still excite and move us today – and, above all, they make us think about what it means to be human. This narrative of epic poems will open children up to what it was like to live in Ancient Greek times. They would have been told to Ancient Greek people of shows exactly the



beliefs and story telling enjoyed at the time. By studying these poems. Children will be able to get a better understanding of the Ancient Greek gods, what life was like and what Ancient Greek people valued. Using Homer, we will begin

to explore the impact of the Ancient Greek people of the world we live in today. From story-telling, to medicine, philosophy and democracy.

**Why this, why now?**

The children will create a timeline, focusing on chronological order, **understand what Britain may**

		healthy is a key life skill we want for our children.		and deforestation in Year 5 to understand how the world can change due to human impact. This knowledge gives children a broader understanding of the world and how they play an important part in protecting it.		consider their own choices when moving into the wider world.	have learnt from the Greeks and compare the Greeks to the Egyptians, which is taught in Year 4. From their knowledge and historical interpretations of the impact of the roman invasion in Year 3, pupils can understand how history impacts on our world today. This is crucial for children moving on into secondary school as they understand what we do today and impact on the future but also that we are made up of many different heritages and cultures.
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