

Carleton Rode Primary
4 YEAR CURRICULUM PLANNING

	KS2 Learning Challenge Question	KS2 Main Objectives
Autumn 1	<p>What can we learn about our past from digging in the ground?</p> <p>Stone Age</p>	<p>History</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
Autumn 2	Remember	See notes below for coverage
Spring 1	<p>What would you tell a penpal about our school and village?</p> <p>Our village</p>	<p>Geography</p> <p>(Kenninghall)</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>(Carleton Rode)</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region

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		<p>in a European country,</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>This could also cover the local history study?</p>
Spring 2	Weather	<p>Geography</p> <p>Place Knowledge</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>
Summer 1	Greeks	<p>History</p> <p>Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>
Summer 2	Take one picture	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
Autumn 1	Who were the Anglo-Saxons and the Scots?	<p>History</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>

		<p>Hi2/1.3 Anglo-Saxons & Scots Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire b. Scots invasions from Ireland to north Britain (now Scotland) c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life d. Anglo-Saxon art and culture e. Christian conversion – Canterbury, Iona and Lindisfarne <p>Hi2/1.4 Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
Autumn 2	Bridges	<p>Design Technology</p> <p>DT2/1.4 Technological Knowledge</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use mechanical systems in their products</p>

<p>Spring 1</p>	<p>How fair is our world?</p>	<p>Geography</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Ge2/1.1a locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • • See British Values- SMSC <p>History</p> <p><i>Extended chronological study</i></p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>
<p>Spring 2</p>	<p>Ancient Civilisations</p> <p>Egyptians</p>	<p><i>History</i></p> <p><i>Hi2/2.3 Ancient Civilizations</i></p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <p>a. Ancient Sumer;</p>

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		<ul style="list-style-type: none"> b. The Indus Valley; c. Ancient Egypt; or d. The Shang Dynasty of Ancient China
Summer 1	What makes a good business?	<p>Computing</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
Summer 2	My body and me.	<p><i>DT2/2.1 Cooking & Nutrition</i></p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example,</p>

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		<p>selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>Science</p> <p>Lower</p> <p>Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p> <p>Upper</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p>
Autumn 1	Romans	<p>History</p> <p>Hi2/1.2 Roman Britain</p> <p>Pupils should be taught about the Roman empire and its impact on Britain</p>

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		<p><i>This could include:</i></p> <ul style="list-style-type: none"> a. <i>Julius Caesar's attempted invasion in 55-54 BC</i> b. <i>the Roman Empire by AD 42 and the power of its army</i> c. <i>successful invasion by Claudius and conquest, including Hadrian's Wall</i> d. <i>British resistance, for example, Boudica</i> e. <i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> <p>Science</p> <p>Sc6/2.3 Evolution</p> <p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
Autumn 2	Above and below	<p>Geography</p> <p>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

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		<p>Science</p> <p><i>Sc3/3.1 Rocks</i></p> <p>Lower</p> <p>Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Sc3/3.1c recognise that soils are made from rocks and organic matter.</p> <p>Upper</p> <p><i>Sc5/4.1 Earth and Space</i></p> <p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky</p>
Spring 1	Meet the Mayans	<p>History</p> <p><i>Hi2/2.5 Non-European Study</i></p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p>

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		<p>a. early Islamic civilization, including a study of Baghdad c. AD 900; b. Mayan civilization c. AD 900; or c. Benin (West Africa) c. AD 900-1300</p> <p>Science</p> <p>Upper</p> <p><i>c5/3.1 Properties and Changes of Materials</i></p> <p>Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
Spring 2	Lights, camera, action	<p>Art</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p>

		<p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Science Lower</p> <p><i>Sc3/4.1 Light</i></p> <p>Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way that the size of shadows change.</p> <p><i>Sc4/4.1 Sound</i></p> <p>Sc4/4.1a identify how sounds are made, associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound and the strength of the</p>
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		<p>vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p> <p>Upper</p> <p>Sc6/4.1 Light</p> <p>Sc6/4.1a recognise that light appears to travel in straight lines</p> <p>Sc6/4.1b use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Sc6/4.1c explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
Summer 1	Lost and found	<p>Geography</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

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		<p>Science</p> <p>Sc3/2.1 Plants</p> <p>Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Sc3/2.1c investigate the way in which water is transported within plants</p> <p>Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p>Summer 2</p>	<p>Take a local picture</p>	<p>Hi2/2.1 Local History</p> <p>Pupils should be taught about an aspect of local history</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. a depth study linked to one of the British areas of study listed above b. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) c. a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.] <p><i>Geography</i></p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>

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Autumn 1	Vikings	<p>History</p> <p>Hi2/1.4 Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
Autumn 2	Dance around the world	<p>Ge2/1.2 Place Knowledge Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Music</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>

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Spring 1	Food and Farming	Geography
Spring 2	Food and Farming	<p>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Science</p> <p>Sc3/2.2 Animals including humans</p> <p>Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Sc3/2.2b identify that humans and some other animals have skeletons and</p>

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		<p>muscles for support, protection and movement.</p> <p>Sc5/2.1 Living Things and their habitats</p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p> <p>DT</p> <p>DT2/1.4b understand and use mechanical systems in their products</p> <p>DT2/1.4c understand and use electrical systems in their products</p>
Summer 1	Viewpoints	PSHE/ debate
Summer 2	Make your mark.	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>