



## Curriculum Map – Year 1




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Enquiry</b>	<b>What to wear for a scarecrows wedding?</b>	<b>Who's the king?</b>	<b>Who roars the loudest?</b>	<b>Whose shoes are these?</b>	<b>Who left the tap on?</b>	<b>Where to next?</b>
<b>Main Texts</b>	Scarecrows wedding  The Enormous Turnip	Rumble in the jungle  I went to the jungle and what did I see (poem)  The Emperor's new clothes	Bear Hunt  How to hide a lion at school  Dragons roar	Jack and the Beanstalk  Cinderella  Woman in a shoe	Jaspers Beanstalk  The drop in my drink  A River Marc Martin  Lighthouse Keepers Lunch	Man on the moon  Grandad's Island  <i>Look Inside: Space</i> <i>Rob Lloyd Jones and Benedetta Giaufret</i>
<b>Science</b>	Animals Including Humans: Body parts- human body parts  Seasonal changes: Four seasons, Day and night.	Animals Including Humans: Describe animal features Naming parts of animals Herbivores/ Omnivores	Animals Including Humans: Herbivores/ Omnivores Group animals in terms of what they eat	Plants: Bean diary. Naming parts of a flower. Range of trees and flowers.	Everyday Materials: Best material for an umbrella	Everyday Materials: What materials would we need to build a rocket?
<b>History</b>	Events beyond living memory: Family bag- linked to objects from the past. Life timeline. Historical royal weddings.	Significant People and Local History: Royal family. Grand old Duke of York- linked to locality.	Significant Historical Places: London Zoo- history of zoo.	Local History: Local Castles.	Significant Places: Derwent village- the history  Lives of significant individuals: John Smeaton- Lighthouses	Lives of significant individuals: Brunel- transport bridges/ Britannia
<b>Geography</b>	Human and Physical Geography: Aerial photos- identify human and physical features.	Locational Knowledge: Name 4 cities and countries of UK. Where animals live? Name continents and oceans.	Geographical Skills: Make Maps of Bear hunt  Locational Knowledge: Where animals live? Location of hot and	Place Knowledge: Location of castles Compare with China	Geographical Skills: Look at Derwent reservoir and locate in on maps.	Locational Knowledge: Name continents and seas

					cold countries. Name continents and seas				
<b>Religious Education</b>	1.1 (God) Key Question: What do Christians believe God is like?	1.3 (Incarnation) <b>Core</b> Key Question: Why does Christmas matter to Christians?	1.4 (gospel) <b>Core</b> Key Question: What is the good news that Jesus brings?	1.5 (Salvation) <b>Core</b> Key Question: Why does Easter matter?	1.7 Judaism Key Question: Who is Jewish and how do they live?				
	Thematic RE Day: 1.8 (Belonging) Key Question: Who am I? What does it mean to belong?			Thematic RE Day: 1.9 (Sacred Places) Key Question: What makes some places sacred to believers?		Thematic RE Day: 1.10 (Caring for the World) Key Question: How should we care for the world and for others, and why does it matter?			
<b>Computing</b>	Unit 1.1 Online Safety	Unit 1.2 Grouping & Sorting	Unit 1.3 Pictograms	Unit 1.4 Lego Builders	Unit 1.5 Maze Explorers	Unit 1.6 Animated Story Books	Unit 1.7 Coding	Unit 1.8 Spreadsheets	Unit 1.9 Technology outside school
<b>Music</b>	Old School Hip Hop: Compose own rap or words to the existing rap, that link to topic in school.  Historical context of musical styles.	Reggae, Hip Hop: Action songs that link to the foundations of music.	Blues, Latin, Folk, Funk, Baroque, Bhangra: link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Film, Pop, Musicals: Using your imagination and creating your own lyrics.	Western Classical Music: history of music in context.	Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.			
<b>PHSE</b>	<b>Physical health and wellbeing</b>  Fun times	<b>Keeping safe and managing risk</b>  Feeling safe	 <b>Identity, society and equality</b>  Me and others	 <b>Drug, alcohol and tobacco education</b>  What do we put into and on to bodies?	<b>Mental health and emotional wellbeing</b>  Feelings	<b>Careers, financial capability and economic wellbeing</b>  My money			

## Curriculum Map – Year 2


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Enquiry</b>	How does your garden grow?	Who started the Great Fire of London?	Who made that noise?	Has that lived?	Do all animals sleep at night?	Where to next?
<b>Text</b>	Christopher Nibble  Jack and the Beanstalk	Diary extract based on Samuel Pepys.	Where the wild things are  Meerkat mail	Poems by Michael Rosen	English-non-fiction booklets on animals and their habitats.	Where to next?  Lost islands  Grandads Island  Man on the moon
<b>Science Coverage</b>	Animals, including humans: What animals need to survive.  Plants: basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants	Everyday materials: Testing different materials distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses	Living things and their habitats: Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships	Living things and their habitats: Identify whether things are alive, dead or have never lived.	Animals, including humans: describe the basic needs for survival and the main changes as young animals, including humans, grow into adults. Name different plants and animals and describe how they are suited to different habitats	Everyday materials: Do all sweets cause explosions? Write up experiments and discuss findings
<b>History Coverage</b>	Significant historical events, people and places in own locality: WW1 Barnbow lasses and their roll making munitions.	Events beyond living memory that are significant nationally or globally: Great Fire of London				The lives of significant individuals in the past / changes in living memory: Explorers and adventurous– Buzz Aldrin, Neil Armstrong, Captain Cook (Local links within 50 miles) The space race.

<b>Geography Coverage</b>	Physical Geography: Hot and cold plants and their habitats and environments. Cactus and heather/alpine plants Plants around the world.	Locational Knowledge: Locating the nations of the UK and their capital cities	Place Knowledge: compare the UK with a non EU country.	Physical and Human Geography: features of a landscape tie these in with living and non-living things in the local environment.	Geographical Skills: locate animals from around the world	Locational Knowledge: locating the worlds 5 oceans and 7 continents
<b>Art &amp; Design / Design Technology Coverage</b>	Van Gogh– sunflowers look at colour mixing and shades	Fire pictures using materials-painted background with silhouettes of the buildings. Create a Stuart style house using different materials.	Art works from other cultures (aboriginal, African, South American etc.)	Create a garden using things that are alive, lived and never lived e.g. plants= alive, ceramic pot never lived and a wood structure for has lived.	Clay models of animals	
<b>Religious Education</b>	1.2 (Creation) Key Question: Who made the world?	1.3 (Incarnation) <b>Digging Deeper</b> Key Question: Why does Christmas matter to Christians?	1.4 (gospel) <b>Digging Deeper</b> Key Question: What is the good news that Jesus brings?	1.5 (Salvation) <b>Digging Deeper</b> Key Question: Why does Easter matter?	1.7 Judaism Key Question: Who is Jewish and how do they live?	
	Thematic RE Day: 1.8 (Belonging) Key Question: Who am I? What does it mean to belong?		Thematic RE Day: 1.9 (Sacred Places) Key Question: What makes some places sacred to believers?		Thematic RE Day: 1.10 (Caring for the World) Key Question: How should we care for the world and for others, and why does it matter?	

<b>Computing</b>	Unit 2.1 Coding	Unit 2.2 Online Safety	Unit 2.3 Spreadsheets	Unit 2.4 Questioning	Unit 2.5 Effective Searching	Unit 2.6 Creating Pictures	Unit 2.7 Making Music	Unit 2.8 Presenting Ideas
<b>Music</b>	South African styles: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	Christmas, Big Band, Motown, Elvis, Freedom Songs.	Rock: Teamwork, working together. The Beatles. Historical context of musical styles.	Reggae: Animals, poetry and the historical context of musical styles.	Pop, soul, film, musicals: Friendship and being kind to one another.	Western Classical Music: history of music in context.		
<b>PHSE</b>	<b>Physical health and wellbeing</b> What keeps me healthy?	<b>Mental health and emotional wellbeing</b> Friendship	<b>Sex and relationship education</b> Boys and girls, families		<b>Keeping safe and managing risk</b> Indoors and outdoors		<b>Drug, alcohol and tobacco education</b> Medicines and me	

## Curriculum Map – Year 3




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Enquiry</b>	How does your garden grow?	Why does Father Christmas wear red?	What makes the earth angry?	How far would you go to win?	Who stole the World Cup?	What's on the other side?
<b>Text</b>	James and the Giant Peach	Queen Victoria's Bathing Machine	The Pebble in my Pocket	The Great Paper Caper	Football Card Coach	The Tunnel
<b>Science Coverage</b>	Plants: Functions of a flowering plant, requirements for plant growth, transportation of water in a plant, life cycle of a plant.	Forces and Magnets: Magnetic force, grouping and comparing materials, attraction and repulsion.	Rocks: Comparing and grouping rocks, fossils, soils.	Animals including humans: Nutrition, skeletons and muscles.	Working scientifically	Light: How we see things, reflection, shadow and dangers of the sun.
<b>History Coverage</b>		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Victorians		A study of Greek life and achievements and their influence on the western world (link to Olympics)		The achievements of the earliest civilizations: Ancient Egypt
<b>Geography Coverage</b>	Physical geography (biomes)		Physical geography (volcanoes & earthquakes)		Locational knowledge (map work)	
<b>Art &amp; Design / Design Technology Coverage</b>	Observational drawing	Christmas card/decoration	Model Volcano	Jewellery Making		Landscape paintings
<b>Religious Education</b>	2a.1 (Creation/fall) Key Question: What do Christians learn from the Creation story?	2a.3 (Incarnation) <b>Core</b> Key Question: What is the Trinity?	2a.4 (Gospel) Key Question: What kind of world did Jesus want?	2a.5 (Salvation) <b>Core</b> Key Question: Why do Christians call the day Jesus died Good Friday?	2.8 Sikhism Key Question: What does it mean to be a Sikh in Britain today?	

	Thematic RE Day** Belonging Key Question: What does it mean to belong to the school community?			Thematic RE Day: 2.9 (Festivals) Key Question What are the deeper meaning of festivals?		Thematic RE Day: 2.10 (Commitment) Key Question: How and why do believers show their commitments during the journey of life?		
<b>Computing</b>	Unit 3.1 Coding	Unit 3.2 Online safety	Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing	Unit 3.5 Email	Unit 3.6 Branching Databases	Unit 3.7 Simulations	Unit 3.8 Graphing
<b>Music</b>	R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul: Historical context of musical styles.	Learning basic instrumental skills by playing tunes in varying styles		Reggae: Animals, Jamaica, poetry and the historical context of musical styles.	Music from around the world	Disco/Anthem	Western Classical Music	
<b>PHSE</b>	<b>Drug, alcohol and tobacco education</b> Tobacco is a drug	<b>Keeping safe and managing risk</b> Bullying – see it, say it, stop it	 <b>Mental health and emotional wellbeing</b> Strengths and challenges	<b>Identity, society and equality</b> Celebrating difference	<b>Careers, financial capability and economic wellbeing</b> Saving, spending and budgeting	<b>Physical health and wellbeing</b> What helps me choose?		

## Curriculum Map – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Enquiry</b>	Who built Hadrian's wall?	The Apprentice - Who will be hired?	Time travel – Where should we go?	Have you seen the Boggle Hole Monster?	How will we survive?	If you got to choose a place in the world to live, where would it be?
<b>Text</b>	<i>Non-Fiction information books.</i>	<i>Persuasive Text, speech, posters, letters</i>	<i>Viking Myths</i>	<i>Poetry Performances</i>	<i>Diary Narrative news reports</i>  Kensuke's Kingdom	<i>Narratives instructions</i>
<b>Science</b>	Scientific enquiry	Electricity: Electric Circuits – Make an object that lights up.	Animals including humans: digestive system and food chains	Living things and their habitats: habitats, erosion and fossils	Sound: How sounds are made, vibrations, pitch, volume.	States of matter: Gases, Liquids, Solids
<b>History</b>	The Roman Empire and its impact on Britain: – Why were the Romans powerful and what did we learn from them?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Inventors from the past	The Viking and Anglo-Saxon struggle for the Kingdom of England: Viking raids and invasion	Local History: The history of Robin Hood's Bay-smuggling.		
<b>Geography</b>	Geographical skills and Human Geography: Where were the Romans from? Where did they invade and settle?		Geographical skills and Human Geography: Where were the Vikings from? Where did they invade and settle?	Location and Place Knowledge and Geographical Skills/Fieldwork: Local study – What countries are in the UK? What counties are in England?	Physical Geography: Natural Disasters in North America and Europe.	Human Geography: Where would you choose to build a city? (Land use, economic)
<b>Art &amp; Design / Design Technology</b>	Designing and making Mosaic patterns.	Design an object that lights up to 'sell' to the 'Dragons'.	Design Viking shields and runes.	Andy Goldsworthy Sculptures	Design a shelter for a natural disaster.	Designing own city and constructing 3D version of it.
<b>Religious Education</b>	2a.2 (People of God) Key Question: What is it like to follow God?	2a.3 (Incarnation) <b>Digging Deeper</b> Key Question: What is the Trinity?	2.8 Sikhism What does it mean to be a Sikh in Britain today?	2a.5 (Salvation) <b>Digging Deeper</b> Key Question:	2.8 Sikhism Key Question: What does it mean to be a Sikh in Britain today?	2a.6 (Kingdom of God) Key Question: When Jesus left, what next?



				Why do Christians call the day Jesus died Good Friday?		
	Thematic RE Day: TBC		Thematic RE Day: 2.9 (Festivals) Key Question What are the deeper meaning of festivals?		Thematic RE Day: 2.10 (Commitment) Key Question: How and why do believers show their commitments during the journey of life?	
<b>Computing</b>	Unit 4.1 Coding	Unit 4.2 Online safety	Unit 4.3 Spreadsheets	Unit 4.4 Writing for different audiences	Unit 4.5 Logo	Unit 4.6 Animation Unit 4.7 Effective Search Unit 4.8 Hardware Investigators
<b>Music</b>	ABBA: Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Learning basic instrumental skills by playing tunes in varying styles		Grime, Classical, Bhangra, Tango, Latin Fusion: Composition,	Gospel: Gospel in its historical context i.e. from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.	The Beatles: Civil Rights, the development of Pop music.  Western Classical Music: history of music in context.
<b>PHSE</b>	Identity, society and equality Democracy	Drug, alcohol and tobacco education Making choices 	Physical health and wellbeing What is important to me?	Keeping safe and managing risk Playing safe 	Sex and relationship education Growing up and changing 	



## Curriculum Map – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Enquiry</b>	Why does the water inspire writers?	WWI: Why did the guns stop?	Rainforests: How might we save the rainforest? Pirates: Fact or fiction?	Rainforests: What's our carbon footprint?	Vikings: What's their legacy?	Frontiers: What's out there?
<b>Text</b>	Kensuke's Kingdom.	A Soldier's Friend Warhorse	The Great Kapok Tree	Amazon Diary: The Jungle Adventures of Alex Winter		
<b>Science Coverage</b>	Forces: Gravity, air and water resistance, friction, mechanisms.	Living things and their habitats: Life cycles	Living things and their habitats: Life processes  Animals including humans: Changes	Materials: Comparing and grouping, dissolving, mixtures, reversible and irreversible change.		Space: Movement of Earth and other planets, movement of the Moon, Earth's rotation, describing the Sun, Earth and Moon.
<b>History Coverage</b>		World War 1			The Vikings and their influence on the British Isles.	Lives of famous explorers: -Shackleton -Captain Cook -The Western Frontier & the Gold Rush -Route 66
<b>Geography Coverage</b>		Human and physical Geography / Geographical Skills	World Geography: Human and physical characteristics		Locational Knowledge: British Geography	Child-led research
<b>Art &amp; Design / Design Technology Coverage</b>	Water colours representing the sea.	Sewing a textile poppy and patch blanket.			Viking shields	Child-led topic of Art & Design technology
<b>Religious Education</b>	2b.1 (God) Key Question:	2b.4 (Incarnation) <b>Core</b> Key Question:	2b.5 (Gospel) Key Question: What would Jesus do?	2b.6 (Salvation) Key Question: What did Jesus do to save human beings?	2.9 Islam Key Question:	

	What does it mean if God is holy and loving?	Was Jesus the Messiah?				What does it mean for Muslims to follow God?	
	Thematic RE Day: 2.12 (Respectful places) Key Question: What will make our city a more respectful place?			Thematic RE Day: 2.13 (Pilgrimage) Key Question: Why is pilgrimage important to some religious believers?		Thematic RE Day: 2.14 (Beliefs) Key Question: How do religions help people live through the good times and bad times?	
<b>Computing</b>	Unit 5.1 Coding	Unit 5.2 Online safety	Unit 5.3 Spreadsheets	Unit 5.4 Databases	Unit 5.5 Game Creator	Unit 5.6 3D Modelling	Unit 5.7 Concept Maps
<b>Music</b>	Rock: How rock music developed from the Beatles onwards. Analysing performance.	Jazz: History of music - Jazz in its historical context		Pop Ballads: Historical context for ballads.	Rap: Compose own rap	Motown: The history of Motown and its importance in the development of Popular music. Civil Rights.	Western Classical Music
<b>PHSE</b>	<b>Physical health and wellbeing</b> In the media	<b>Identity, society and equality</b> Stereotypes, discrimination and prejudice (including tackling homophobia)		<b>Keeping safe and managing risk</b> When things go wrong	<b>Mental health and emotional wellbeing</b> Dealing with feelings	<b>Drug, alcohol and tobacco education</b> Different influences	<b>Careers, financial capability and economic wellbeing</b> Borrowing and earning money

## Curriculum Map – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Enquiry</b>	Why does the water inspire writers?	WWI: Why did the guns stop?	Rainforests: How might we save the rainforest? Pirates: Fact or fiction?	Rainforests: What's our carbon footprint?	Vikings: What's their legacy?	Frontiers: What's out there?
<b>Text</b>	Why the whales came.	A Soldier's Friend Warhorse	The Great Kapok Tree	Amazon Diary: The Jungle Adventures of Alex Winter		
<b>Science Coverage</b>	Electricity: Voltage of cells, function of components, symbols	Living things and their habitat: Classification	Animals including humans: Circulatory system, lifestyle, nutrition.		Evolution and inheritance: Changes to living things, fossils, variation, adaptation.	Light: How light travels, reflection, shadows.
<b>History Coverage</b>		World War 1	Discussion about the moral debate of the pirates and historical validity.		The Vikings and their influence on the British Isles.	Lives of famous explorers: -Shackleton -Captain Cook -The Western Frontier & the Gold Rush -Route 66
<b>Geography Coverage</b>		Human and physical Geography / Geographical Skills	World Geography: Human and physical characteristics		Locational Knowledge: British Geography	Child-led research
<b>Art &amp; Design / Design Technology Coverage</b>	Water colours representing the sea.	Sewing a textile poppy and patch blanket.			Viking shields	Child-led topic of Art & Design technology
<b>Religious Education</b>	2b.2 (Creation/Fall) Key Question: Creation and science: conflicting or complementary?	2b.4 (Incarnation) <b>Digging Deeper</b> Key Question: Was Jesus the Messiah?	2.9 Islam Key Question: What does it mean for Muslims to follow God?	2b.7 (Salvation) Key Question: What difference does the resurrection make for Christians?	2b.3 (People of God) Key Question: How can following God bring freedom and justice?	2b.8 (Kingdom of God) Key Question: What kind of king is Jesus?

	Thematic RE Day: 2.12 (Respectful places) Key Question: What will make our city a more respectful place?			Thematic RE Day: 2.13 (Pilgrimage) Key Question: Why is pilgrimage important to some religious believers?		Thematic RE Day: 2.14 (Beliefs) Key Question: How do religions help people live through the good times and bad times?	
<b>Computing</b>	Unit 6.1 Coding	Unit 6.2 Online safety	Unit 6.3 Spreadsheets	Unit 6.4 Blogging	Unit 6.5 Text Adventures	Unit 6.6 Networks	Unit 6.7 Quizzing
<b>Music</b>	How Michael Jackson played a huge part in the development of Pop music and the studio. Quincy Jones.	History of music - Jazz in its historical context		Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Pop/Motown What makes us happy? Video/project with musical examples.	The music of Carole King: Her importance as a female composer in the world of popular music.	Western Classical Music
<b>PHSE</b>	Drug, alcohol and tobacco education Weighing up risk 	Identity, society and equality Human rights		Mental health and emotional wellbeing Healthy minds		Sex and relationship education Healthy relationships / How a baby is made 	Keeping safe and managing risk Keeping safe - out and about FGM 