

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Why should we care about what is happening on the other side of the world?</b></p> <p><b>What is the Bible and how do people interpret it?</b></p> <p>Caring for the environment</p> <p><b>Galatians 6:9-10</b>  <sup>9</sup>Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. <sup>10</sup>Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers.</p>	<p><b>How does the past impact our future?</b></p> <p><b>What difference does being a Christian make to everyday life? (Link with St Johns and our local church)</b></p> <p>Rules Rights and Responsibilities and link with our behaviour policy and expectations</p> <p><b>John 1:1</b>  In the beginning was the Word, and the Word was with God, and the Word was God.</p>	<p><b>Do we learn from failure?</b></p> <p><b>What did Jesus do to save human beings? (UC)</b></p> <p>Feelings and Emotions/  Healthy Relationships</p> <p><b>Philippians 4:13</b>  <sup>13</sup>I can do all this through him who gives me strength</p>	<p><b>What would life be like in a world without colour?</b></p> <p><b>Is seeing believing?</b></p> <p>Valuing Difference</p> <p><b>Hebrews 11:1</b>  <sup>11</sup> Now faith is the substance of things hoped for, the evidence of things not seen.</p>	<p><b>Is being strong always a good thing?</b></p> <p><b>What is philosophy?</b></p> <p>Growing and Changing</p> <p><b>Joshua 1:9</b>  <sup>9</sup>Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go."</p>	<p><b>What can we learn from the world beneath our feet?</b></p> <p><b>What do Muslims believe about God?</b></p> <p>Rules Rights and Responsibilities and link with our behaviour policy and expectations</p> <p><b>Psalm 104:5</b>  He set the earth on its foundations; it can never be moved.</p>
	<ul style="list-style-type: none"> <li>Describe geographical similarities and differences between countries.</li> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>Describe geographical similarities and differences between countries.</li> </ul>	<p><b>Egyptians</b>  <i>focus on hieroglyphics/architecture</i></p> <ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>		<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> </ul>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Describe how the locality of the school has changed over time.</li> </ul>

	<p style="text-align: center;"><b>Is Community Important?</b></p> <p style="text-align: center;">What can we learn from different members/expressions of the Buddhist tradition?</p> <p style="text-align: center;">How do/have religious groups contribute to society and culture in the local area? (Link with St Johns)</p> <p style="text-align: center;">John 15:5</p> <p style="text-align: center;"><sup>5</sup> "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.</p>		<p style="text-align: center;"><b>Is conflict ever justified?</b></p> <p style="text-align: center;">What is sacrifice? (UC)</p> <p style="text-align: center;">How have events in history shaped beliefs?</p> <p style="text-align: center;">Proverbs 10:12</p> <p style="text-align: center;">Hatred stirs up conflict, but love covers over all wrongs.</p>		<p style="text-align: center;"><b>Does the Earth look after us or do we look after the Earth?</b></p> <p style="text-align: center;">Can kindness/love change the world? What kind of world should we live in?</p> <p style="text-align: center;">John 3:16</p> <p style="text-align: center;"><sup>16</sup> For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.</p>
Year 4		<p style="text-align: center;"><b>Stone Age- Iron Age</b></p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>• human geography, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge</li> </ul>		<p style="text-align: center;"><b>Roman Britain</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: . rivers, mountains, volcanoes and earthquakes and the water cycle</li> </ul> </li> </ul>

		of the United Kingdom and the wider world.		• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	
Year 5	<p>Should people be able to choose where they live?</p> <p>Is believing in God reasonable? Was Jesus the Messiah? (UC)</p> <p><i>Valuing Difference, Money, Keeping safe</i></p> <p>Leviticus 19:33-34</p> <p><sup>33</sup> “When a foreigner resides among you in your land, do not mistreat them. <sup>34</sup> The foreigner residing among you must be treated as your native-born. Love them as yourself, for you were foreigners in Egypt. I am the LORD your God.</p>	<p>Creation or science – conflicting or complimentary?</p> <p>What can we learn about the world/knowledge/ meaning of life from the great philosophers?</p> <p>How have expressions of Buddhists/Christians changed over time?</p> <p><i>Healthy Relationships, Growing and Changing</i></p> <p>Genesis 1:1-31</p> <p><sup>1</sup> In the beginning God created the heavens and the earth. <sup>2</sup> Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. <sup>3</sup> And God said, “Let there be light,” and there was light. <sup>4</sup> God saw that the light was good, and he separated the light from the darkness. <sup>5</sup> God called the light “day,” and the darkness he called “night.” And there was evening, and there was morning—the first day.</p>	<p>Can you have rights without responsibilities?</p> <p>Is it possible for something to always be right (or wrong)? What does it mean to be ‘human’?</p> <p><i>Rules Rights and Responsibilities, Caring for the environment</i></p> <p>Matthew 22:36-39</p> <p><sup>36</sup> “Teacher, which is the greatest commandment in the Law?” <sup>37</sup> Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind.”<sup>[a]</sup> <sup>38</sup> This is the first and greatest commandment. <sup>39</sup> And the second is like it: ‘Love your neighbour as yourself.’<sup>[b]</sup></p>		

	<p style="text-align: center;"><b>Anglo-Saxons/Vikings</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Identify continuity and change in the history of the locality of the school</li> </ul> <ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> </ul> <ul style="list-style-type: none"> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> </ul> <ul style="list-style-type: none"> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<p style="text-align: center;"><b>Mayan Empire (Link with Fairtrade)</b></p> <ul style="list-style-type: none"> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>
Year 6	<p style="text-align: center;"><b>What is responsible for poverty?</b></p> <p style="text-align: center; color: orange;">How do Buddhists explain suffering in the world? What does it mean if God is holy and loving? (UC)</p> <p style="text-align: center; color: purple;">Proverbs 21:13 Whoever shuts their ears to the cry of the poor will also cry out and not be answered.</p>	<p style="text-align: center;"><b>Is duty more important than belief?</b></p> <p style="text-align: center; color: green;">What do we mean by religion? Does religion bring peace, conflict or both? Islam/Christianity</p> <p style="text-align: center; color: purple;">Ephesians 4:31-32</p> <p style="text-align: center; color: purple;"><sup>31</sup>Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. <sup>32</sup>Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.</p>	<p style="text-align: center;"><b>How do we cope with adversity?</b></p> <p style="text-align: center; color: blue;">Is being happy the greatest purpose in life? – Humanism How has belief in God impacted on music and art through history?</p> <p style="text-align: center; color: purple;">2 Corinthians 4:16-18</p> <p style="text-align: center; color: purple;"><sup>16</sup>Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day. <sup>17</sup>For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all. <sup>18</sup>So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal.</p>

<p>Science</p>	<p style="text-align: center;"><b><u>Victorian Britain</u></b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> <li>• Identify continuity and change in the history of the locality of the school.</li> </ul> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>	<p style="text-align: center;"><b><u>World Conflict (focus on WW2 and comparison with current modern conflict e.g. Afghanistan)</u></b></p> <ul style="list-style-type: none"> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <ul style="list-style-type: none"> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</li> </ul> <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<p style="text-align: center;"><b><u>Helen Keller – Overcoming Adversity</u></b> <b><u>BLM – White Privilege - (build on year 5 work on slavery but do not repeat)</u></b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> </ul>
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