

Regis Manor Primary School Curriculum Topic Overview Cycle 2 (2020-2021, 2022-23)

Years 1 and 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Topic	Witches and wizards	Rainforests	Space	Victorians	In the garden	Pirates
Subject Focus	Geography, art and DT	Geography, art and DT	Geography, art and DT	History and geography	Geography, art and DT	History and DT
Literacy Text:	Winnie the Witch The Curious Little Witch Up and Away with the Little Witch A Very Brave Witch Room on the Broom The Wizard of Oz	The Great Kapok Tree Pongo Rainforest Adventure The Rainforest Grew All Around Rainforests-non-fiction texts.	Whatever next! Beegu The Way Back Home Q Pootle 5 The Darkest Dark Toys in Space	Lost in the Toy Museum Florence Nightingale You Wouldn't Want to be a Victorian Schoolchild Oliver Twist The Toy Maker	The Secret Garden Superworm Mad About Minibeasts Dandelions Aaarrggghh Spider! What the Ladybird Heard	The Night Pirates Pirates Love Underpants Pirate Stew The Pirates Next Door Treasure island The Two Stubborn Pirates
History			*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	*Significant historical events, people and places in their own locality		*Significant historical events, people and places in their own locality
Geography	*Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map	*Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	*Key human features on a map, including: city, town, village, factory, farm, house, office, port, harbour and shop	*Key human features on a map, including: city, town, village, factory, farm, house, office, port, harbour and shop	*Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	

		*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country				
Art	*Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences between different practices and disciplines, and making links to their own work	*Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences between different practices and disciplines, and making links to their own work	*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	
Design and Technology / Food & Nutrition	*Use the basic principles of a healthy and varied diet to prepare dishes. *To understand where food comes from.	*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	*Explore and evaluate a range of existing products		*Design purposeful, functional, appealing products for themselves and other users based on design criteria.	Explore and use mechanisms (eg levers, sliders, wheels and axels) in their products

Years 3 and 4

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Creative Topic</u>	Riotous Royals	Best of British	Romans	Inventors	Farming	Explorers
<u>Subject Focus</u>	History	Geography	History	Art and DT	Geography	Geography and History
<u>Literacy Text</u>	The Thief, The Fool & The Big Fat King	Harry Potter and the Philosopher's Stone Dragons at Crumbling Castle	Rotten Romans Boudicca Escape from Pompeii	George's Marvellous Medicine Flights & Chimes & Mysterious Times	Fantastic Mr Fox Animal Farm	Mr Penguin and the Lost Treasure The Explorer
<u>History</u>	A study of a theme (British royalty) in British history that extends pupils' chronological knowledge beyond 1066. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms.		The Roman Empire and its impact on Britain. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms. *Address and devise historically valid questions about change,			A study of a theme (exploration & empire) in British history that extends pupils' knowledge beyond 1066. *Note connections, contrasts and trends over time and

	<p>*Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>*Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>*Understand how our knowledge of the past is constructed from a range of sources.</p>		<p>cause, similarity, difference and significance.</p> <p>*Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>*Understand how our knowledge of the past is constructed from a range of sources.</p>			<p>develop the appropriate use of historical terms.</p> <p>*Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>*Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>*Understand how our knowledge of the past is constructed from a range of sources.</p>
<u>Geography</u>		<p>Locational Knowledge</p> <p>*Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Geographical Skills & Fieldwork</p> <p>*Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the UK and wider world.</p> <p>*Use fieldwork to observe, measure, record and present the human and physical features of the local area</p>			<p>Human & Physical Geography</p> <p>*Describe and understand the human geography of Kent with a focus on types of settlement and land use(farming), economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical Skills & Fieldwork</p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.</p> <p>*Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the UK and wider world.</p> <p>*Use fieldwork to observe, measure, record and present the human and physical features of the local area</p>	<p>Locational Knowledge</p> <p>*Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>*Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.</p> <p>Geographical Skills & Fieldwork</p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.</p> <p>*Use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the UK and wider world.</p> <p>*Use fieldwork to observe, measure, record and present the human and physical features of the local area</p>
<u>Art & Design</u>	<p>Art & Design objectives will be taught as part of every topic. Activities will be planned with the specific cohort in mind.</p> <p>*I can create sketch books to record my observations and use them to review and revisit ideas</p>					

	<p>*I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, watercolour]</p> <p>*I can learn about great artists, architects and designers in history.</p>
<p><u>Design and Technology/</u> <u>Food & Nutrition</u></p>	<p>Design & technology/Food & Nutrition objectives will be taught as part of every topic. Activities will be planned with the specific cohort in mind.</p> <p>Design</p> <p>*I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>*I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>*I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>*I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>*Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>*I can understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge</p> <p>*I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>*I can understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]</p> <p>*I can understand and use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>*I can apply my understanding of computing to program, monitor and control their products.</p> <p>Cooking & Nutrition</p> <p>*I can understand and apply the principles of a healthy and varied diet</p> <p>*I can prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>*I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

Years 5 and 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Topic	Ancient Greeks	Mythical Creatures	The Amazon Rainforest	Mayan Civilization	Feeding the UK	Enterprise project
Subject Focus	History and art	History and art	Geography	History and DT	Geography and DT	DT
Key Texts	The Adventures of Odysseus Ancient Greek Study Guide	The Hobbit The Girl of Ink and Stars	The Explorer Journey to the River Sea North and South America Study Book	Hero Twins Middleworld Jaguar Stones Mayan Study Book	Time Machine Bloom Geography of United Kingdom Study Book	Nowhere Emporium Make More Noise!

History	*Ancient Greece – a study of Greek life and achievements and their influence on the western world	*Ancient Greece – a study of Greek life and achievements and their influence on the western world		*A non-European society that provides contrasts with British history – Mayan civilization c. AD 900		
Geography			*Comparison between UK and South America *Describe and understand key aspects of physical geography *Physical geography, including: climate zones, biomes and veg		*Name and locate the counties of the UK *Human geography of the UK including trade links, economic activity, and land use	
Art & Design	<p>Art & Design objectives will be taught as part of every topic. Activities will be planned with the specific cohort in mind.</p> <p>*I can create sketch books to record my observations and use them to review and revisit ideas</p> <p>*I can improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, watercolour]</p> <p>*I can learn about great artists, architects and designers in history.</p>					
Design and Technology/ Food & Nutrition	<p>Design & technology/Food & Nutrition objectives will be taught as part of every topic. Activities will be planned with the specific cohort in mind.</p> <p>Design</p> <p>*I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>*I can generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>*I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>*I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>*Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>*I can understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical Knowledge</p> <p>*I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>*I can understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]</p> <p>*I can understand and use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>*I can apply my understanding of computing to program, monitor and control their products.</p> <p>Cooking & Nutrition</p>					

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