

Regis Manor Primary School Curriculum Topic Overview Cycle 1 (2019-2020, 2021/22)

The table below outlines the topics, key texts and links to the national curriculum. Teachers use this outline, alongside the skills progression document to create medium term plans and knowledge organisers.

Years 1 and 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Topic	Fairy Tales	Superheroes	The Great Fire of London	Dinosaurs	Amazing Animals	Under the Sea
Subject Focus	Geography, art and DT	History, art and DT	History, geography, art and DT	Art and DT	Geography, art and DT	Geography and art
Key Texts	Jack and the Beanstalk The Three Little Pigs Cinderella The Little Mermaid Aladdin Pinocchio Elves and the Shoemaker	Superkid Super Daisy SuperTato Traction man Super pig	Fire cat Toby and the Great Fire of London The Great Fire of London (a range of non-fiction books)	Dinosaurs Love Underpants Dear Dinosaur Bumpus Jumpus Dinosaurrumpus The dinosaur that Pooped a Planet Dinosaurs-non-fiction texts	The Disgusting Sandwich Superworm I'm the Happiest The Lighthouse Keeper Meerkat Mail The Owl That's Afraid of the Dark	The Singing Mermaid The Snail and the Whale Sharing a Shell Tiddler Storm Whale Under the Sea Poems
History		*The lives of significant individuals in the past who have contributed to national/ international achievement.	*Significant historical events in their own Locality *Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			

Geography	<p>*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>*Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>		<p>*Understand geographical similarities and differences through the study of human and physical geography of: A small area of a contrasting non-European country (St Lucia/India/Australia)</p>		<p>*Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>*Name and locate the world's seven continents and five oceans</p> <p>*Weather: identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p>
Art	<p>*Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>*To use a range of materials creatively to design and make products</p>	<p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>*To use a range of materials creatively to design and make products</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>*To use a range of materials creatively to design and make products</p>
Design and Technology / Food & Nutrition	<p>*Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>*Evaluate their ideas and products against design criteria</p>	<p>*Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>*Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p>	<p>*Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>*To understand where food comes from.</p>	

Years 3 and 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Topic	Magic!	Savage Stone Age	The Iron Giant	Egypt	Age of Sail	Crime and Punishment
Subject Focus	Art and DT	History	History, art and DT	History and geography	History, geography, art and DT	History, art and DT
Key Texts	Harry Potter & The Philosopher's Stone Harry Potter & The Chamber of Secrets	Stone Age Boy Stig of the Dump	The Iron Man	Flat Stanley: The Great Egyptian Grave Robbery Secrets of the Sun God	Ice Monster Victory	Fire, Bed and Bone Treason
History		Changes in Britain from the Stone Age to the Iron Age. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms. *Address and devise historically valid questions about change, cause, similarity, difference and significance. *Construct informed responses that involve thoughtful selection and organisation of relevant historical information. *Understand how our knowledge of the past is constructed from a range of sources.	Changes in Britain from the Stone Age to the Iron Age. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms. *Address and devise historically valid questions about change, cause, similarity, difference and significance. *Construct informed responses that involve thoughtful selection and organisation of relevant historical information. *Understand how our knowledge of the past is constructed from a range of sources.	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared with depth study on Ancient Egypt. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms. *Address and devise historically valid questions about change, cause, similarity, difference and significance. *Construct informed responses that involve thoughtful selection and organisation of relevant historical information. *Understand how our knowledge of the past is constructed from a range of sources.	A local history study - Chatham Dockyard and Sittingbourne maritime links. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms. *Address and devise historically valid questions about change, cause, similarity, difference and significance. *Construct informed responses that involve thoughtful selection and organisation of relevant historical information. *Understand how our knowledge of the past is constructed from a range of sources. *I can understand how our knowledge of the past is constructed from a range of sources	A study of an aspect or theme (Crime & Punishment) in British history that extends pupils' knowledge beyond 1066. *Note connections, contrasts and trends over time and develop the appropriate use of historical terms. *Address and devise historically valid questions about change, cause, similarity, difference and significance. *Construct informed responses that involve thoughtful selection and organisation of relevant historical information. *Understand how our knowledge of the past is constructed from a range of sources.
Geography				A focused study of Egypt. Locational Knowledge	A focused study of Kent coasts	

				<p>*To locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Human & Physical Geography</p> <p>*Describe and understand the physical geography of Egypt focusing on climate zones, biomes, vegetation belts, rivers, mountains and the water cycle.</p> <p>*Describe and understand the human geography of Egypt with a focus on 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>Geographical Skills & Fieldwork</p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.</p>	<p>Locational Knowledge</p> <p>*Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographic features and land-use patterns and understand how some of these aspects have changed over time.</p> <p>Human & Physical Geography</p> <p>*Describe and understand the physical geography of Kent focusing on climate zones, biomes, vegetation belts, rivers, mountains and the water cycle.</p> <p>*Describe and understand the human geography of Kent with a focus on 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>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</p>	
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					local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	
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>					

	<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>
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Years 5 and 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Topic	WW1	Environmental Issues	WW2	Natural Disasters	Anglo Saxons Vikings +	Australia
Subject Focus	History and art	Geography and DT	History	Geography and DT	History	Geography and art
Key texts	Private Peaceful War Horse	Aubrey and the Terrible Ladybirds The last wild	Boy in the striped Pyjamas Goodnight Mr Tom	The adventures of Auden Dare Journey to the centre of the earth Volcanoes and Earthquakes Study Book	Viking Boy Beowulf Anglo Saxon Study Guide Vikings Study Guide	Holes
History	*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		*Britain's settlement by Anglo-Saxons and Scots *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Geography		*Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods,		*Volcanoes and earthquakes, *Use maps, atlases, globes and mapping to locate countries and describe features studied		*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

		including sketch maps, plans and graphs, and digital technologies.		Describe and understand key aspects of physical geography		*Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world
Art and 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 Technology	<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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