Curriculum Planning at Bosham

Geography, History, RE & Science focus for each learning experience.

Link learning across subjects to make the learning immersive for pupils.

Use of high quality texts as a models and to drive high quality writing.

Identify key learning and vocabulary pupils have to learn and assess

Recap with retrieval practice (quizzes) in the next term to help pupils retain information learnt.

Bosham Primary School Learning Experiences

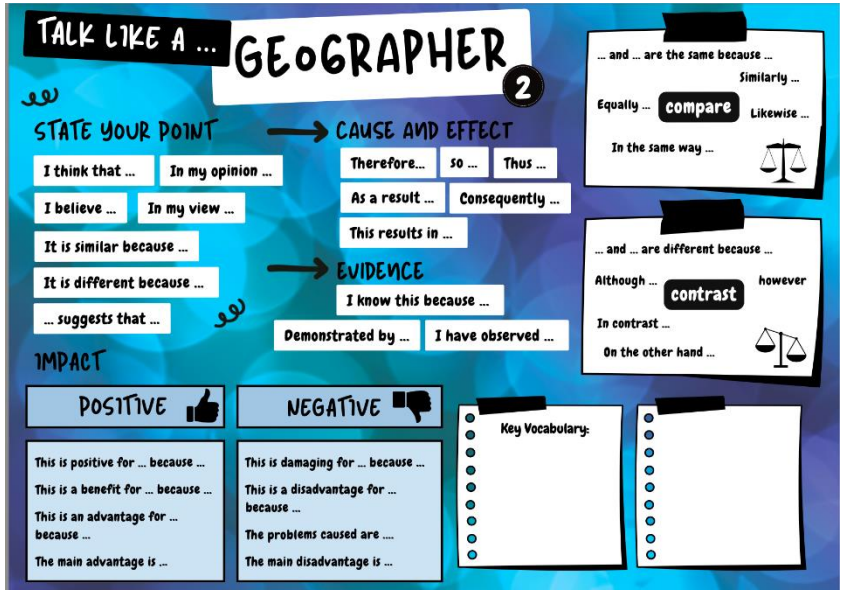
This is our curriculum overview for our learning experiences at Bosham. We teach English and most of non-core subjects together as this makes more sense to our pupils. We like to make connections across the curriculum to deepen our pupil's understanding and immerse them in engaging learning.

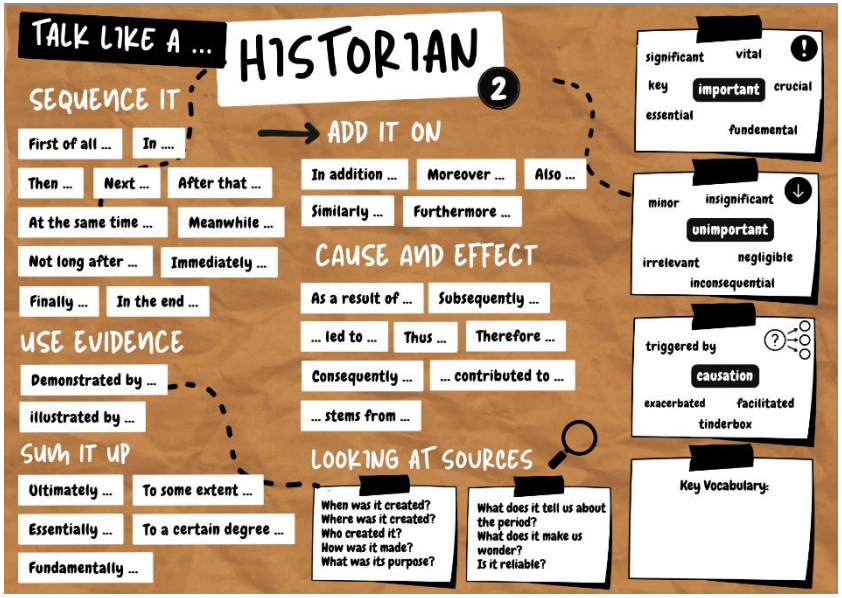
Bosham Learning Experience Focus

Our learning experiences are driven by either a focus on Geography, History, RE or Science. There will also be other subjects such as Art, Design & Technology, Computing and Music included in the learning experiences.

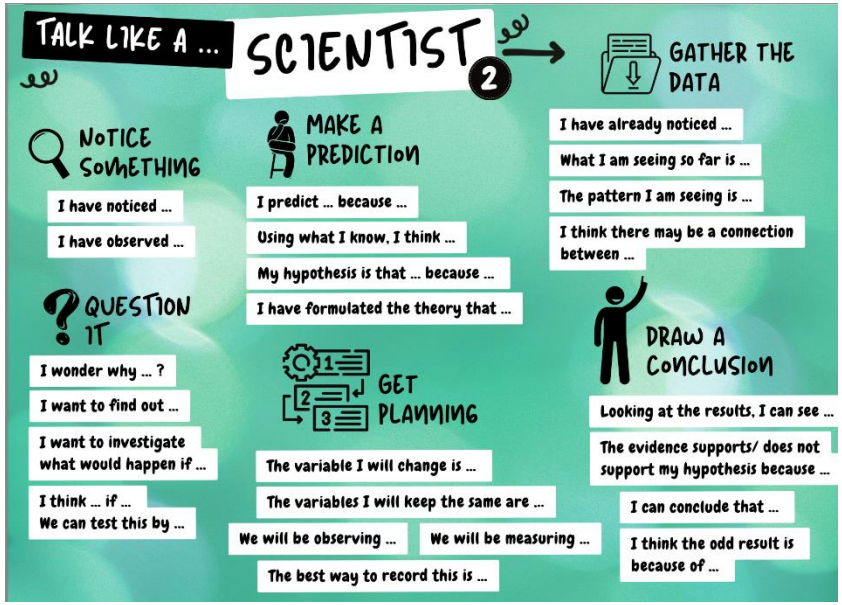
	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	Special You • History	Season to Season • Science	What are Other Places Like? • Science	Beyond the Sky • RE (Christianity)	What is Africa Like? • Geography	How Wonderful is our World? • RE (World Religions)
Y1	In the Wild Wood • Geography & RE (Judaism) Toppers & the Porridge Thief • History	Rats, Toys & Kings • History Remember, Remember • History	Wonderful Me • Science Danger at Sea • Geography & History	New Beginnings, New Life • RE (Christianity) Focus	Powerful Plants • Science	The Carnival of the Animals • Science Around the World • RE (Christianity)
Y2	Deep in the woods • Science Jesus as Saviour • RE (Christianity)	Incredible You • Science Where in the World • Geography Focus	I Spy With My Little Eye • Science	How do Christians Pray • RE (Christian) Man on the Moon • History	The Secret Garden • Science Why do Christian follow Jesus • RE (Christianity)	Wild and Wonderful • Science How do Muslims show compassion • RE (Islam)
Y3	Submit or Obey • RE (Islam) Rock of Ages • History	Bones & Other Bits • Science Shadowy showpiece • Science	Extreme Earth • Science	Magnificent Magnets Science Be Bold, Be Strong • Re (Christianity) Where My Wellies Take Me • Geography	I Can Grow • Science	Groovy Greeks • History The Earth's Kingdom • RE (Christianity)
Y4	Ruthless Romans • History	Duty, Dharma and Diwali • RE (Hinduism) Rescue Mission • RE (Christianity)	Polluted Planet • Science	Chew, Poo & You • Science Powerful Problems • Science	What a Wonderful World • Science The Great Commission • RE (Christianity)	Mysteries of the Maya • History Sound • Scienc (Ctrl)
Y5	Incredible Inventions • Science Pathways • RE (Hinduism)	Fantastic Beasts • Science	Amazing Egyptians • History	Humanism • RE (Humanism) Pilgrimage • RE (Christianity) Raiders or Traders • History	Are We Alone? • Science	Human Highways • Science The New World • Geography
Y6	Fight or flight • Geography & History	Fight or Flight • Science Incarnation • RE (Christianity)	Reaching the Roof of the World • Geography	Darwin's Discoveries • Science Resurrection • RE (Christianity)	Path to Enlightenment • RE (Buddhism)	Trails & Treasure! • Science

Learning Experience Focus Subject = Geography - History - RE - Science



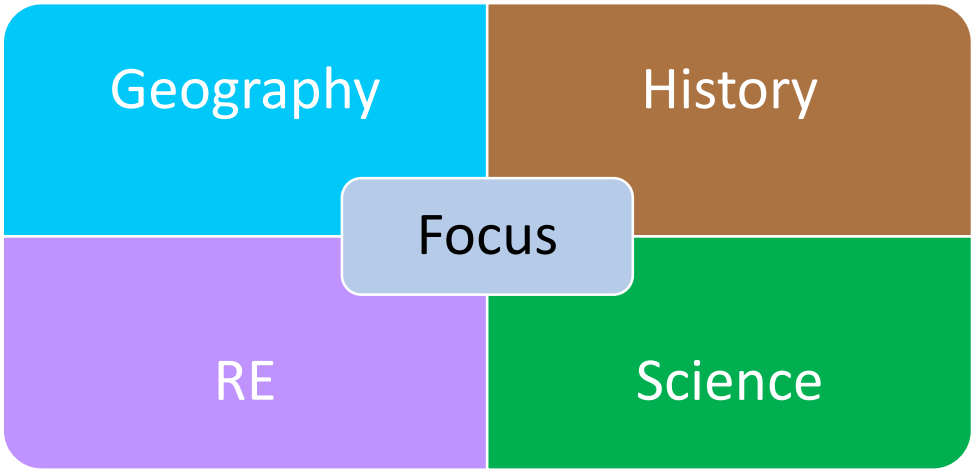


Having different focuses for each learning experience allows pupils to approach their learning as Geographers, Historians, Scientists or Theologists.



How do we plan our Learning Experiences?

- We choose the National Curriculum objectives to be covered using our subject coverage maps for Geography, History, RE & Science.
- We then select the relevant aspects of the National Curriculum for reading and writing to drive through the learning experience.
- From this we identify a key text to use throughout the learning experience. This will be used as a model for high quality writing (WAGOLL = What a Good One Looks Like).
- Then we create a display of relevant books that will support our learning in the classroom.
- We decide what we are going to assess and what tier 2/3 vocabulary that the children need to understand and use, this is then shared this with the children in their books (Learning Experience Overview).
- We plan an exciting hook to inspire the children at the beginning of the learning experience.
- Now we then plan to include other non-core subjects that link with our learning.
- All of this learning leads to the children producing an authentic outcome.
- This outcome will have been built from a series of English lessons that prepare the children to produce a high quality written piece of work.
- This will include the knowledge, skills and vocabulary learnt through the learning experience.

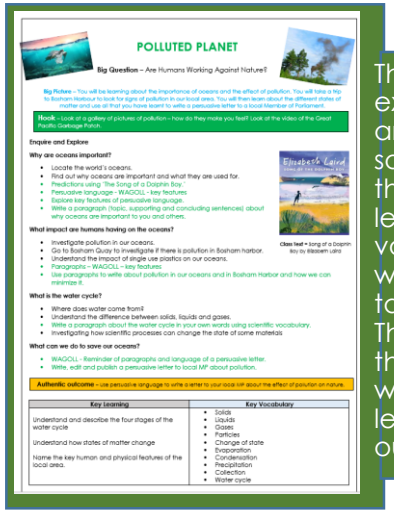


High Quality Texts

High Quality Text are used for every learning experience. There will be a lead text that will be used as a class reader and WAGOLL throughout the unit. There will also be a variety of supporting texts used to engage the pupils throughout the unit on display in the classroom.

Hook

Learning Experience Overviews



The learning experience overviews are then given to pupils so they can read through them. The key learning and new vocabulary, that they will learn, is listed in the table at the bottom. The class teacher will then discuss through what they are going to learn and the authentic outcome at the end.

Learning Experiences at Bosham Primary School

- Our writing process

Reflection at end of Learning Experience

Reflection on your learning.

What my special someone thinks ...

What I think about my learning...

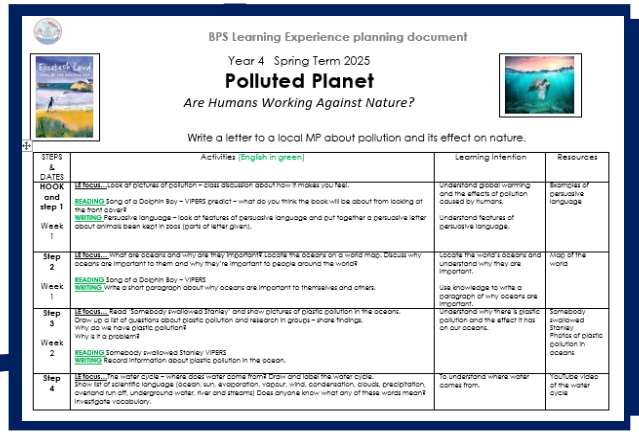
What Mrs. Maloney thinks....

After each authentic outcome at the end of the learning experience pupils, parents and teachers will have a chance to reflect on the pupil's outcomes. This will be done by completing the following template called Reflection on Your Learning.

Authentic Outcome

Trips and / or Visitors

Learning Experience Unit Plan

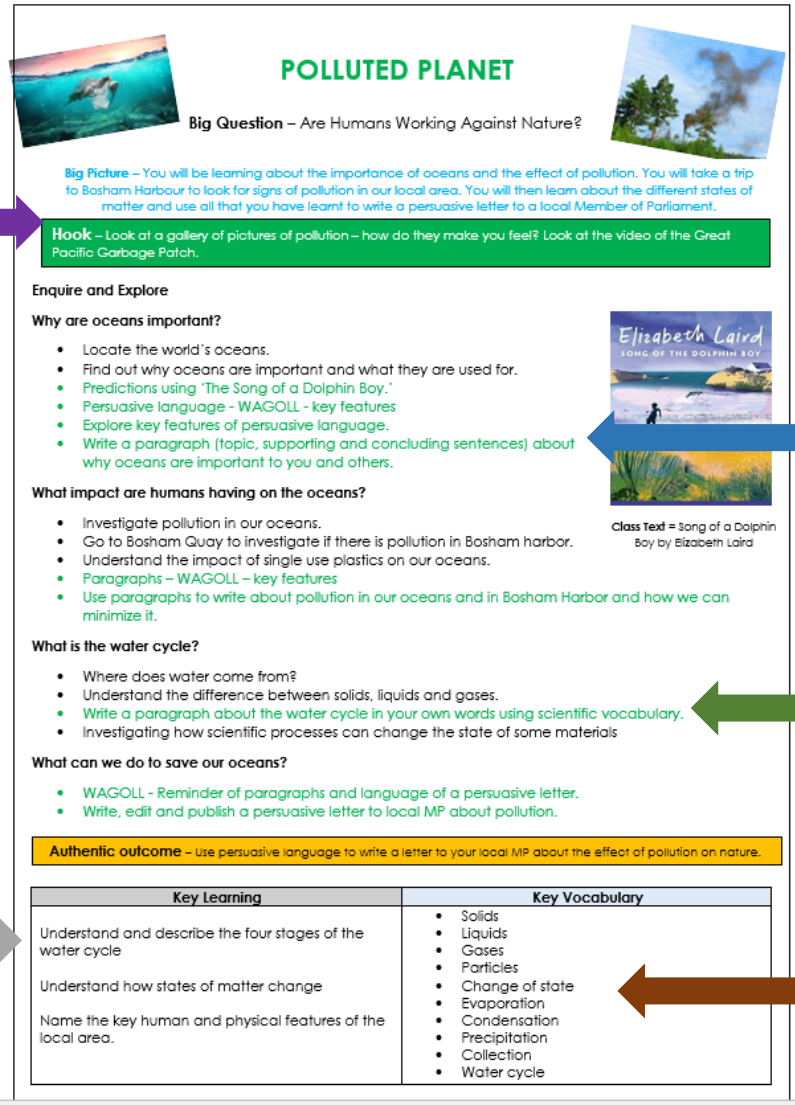


All learning experiences will include a planned writing unit that teaches the skills pupils will need to achieve the written outcome. Pupils will edit and improve their work as well as using the box planning approach. This will include whole class, to adult supported and independent depending on the child. They will use high quality texts to drive the learning and provide high quality WAGOLLs.

This is what is shared with the children at the start of each learning experience. The children then stick this in their book so they have a clear understanding of what they are going to learn.

Learning Experience Overviews

We start each learning experience with an exciting hook to engage the pupils. We also introduce the linked class reader and fill the class library with topic based books.



POLLUTED PLANET

Big Question – Are Humans Working Against Nature?

Big Picture – You will be learning about the importance of oceans and the effect of pollution. You will take a trip to Bosham Harbour to look for signs of pollution in our local area. You will then learn about the different states of matter and use all that you have learnt to write a persuasive letter to a local Member of Parliament.

Hook – Look at a gallery of pictures of pollution – how do they make you feel? Look at the video of the Great Pacific Garbage Patch.

Enquire and Explore

Why are oceans important?

- Locate the world's oceans.
- Find out why oceans are important and what they are used for.
- Predictions using 'The Song of a Dolphin Boy.'
- Persuasive language - WAGOLL - key features
- Explore key features of persuasive language.
- Write a paragraph (topic, supporting and concluding sentences) about why oceans are important to you and others.

Class Text = Song of a Dolphin Boy by Elizabeth Laird

What impact are humans having on the oceans?

- Investigate pollution in our oceans.
- Go to Bosham Quay to investigate if there is pollution in Bosham harbor.
- Understand the impact of single use plastics on our oceans.
- Paragraphs – WAGOLL – key features
- Use paragraphs to write about pollution in our oceans and in Bosham Harbor and how we can minimize it.

What is the water cycle?

- Where does water come from?
- Understand the difference between solids, liquids and gases.
- Write a paragraph about the water cycle in your own words using scientific vocabulary.
- Investigating how scientific processes can change the state of some materials

What can we do to save our oceans?

- WAGOLL - Reminder of paragraphs and language of a persuasive letter.
- Write, edit and publish a persuasive letter to local MP about pollution.

Authentic outcome – Use persuasive language to write a letter to your local MP about the effect of pollution on nature.

Key Learning	Key Vocabulary
Understand and describe the four stages of the water cycle Understand how states of matter change Name the key human and physical features of the local area.	• Solids • Liquids • Gases • Particles • Change of state • Evaporation • Condensation • Precipitation • Collection • Water cycle

This is the key information (knowledge or skills) the children will learn.

Learning is broken down into clear steps:

- **Step 1** – Why are oceans important?
- **Step 2 -** What impact are humans having on the oceans?
- **Step 3** – What is the water cycle?
- **Step 4 -** What can we do to save our oceans?

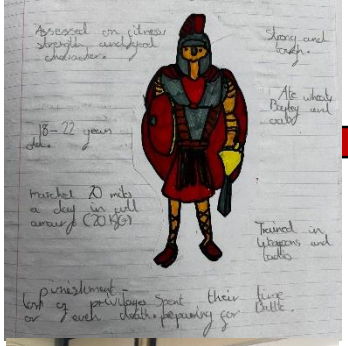
English planning is then added to the learning experience and this is written in green to make it clear and explicit.

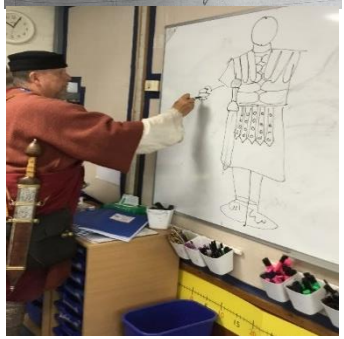
These are the key words children will need to understand and use in their work.

Ruthless Romans

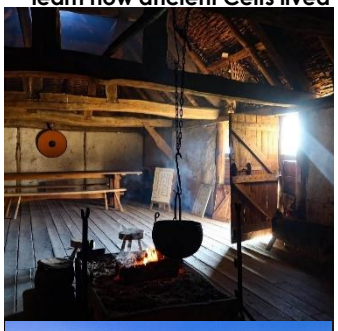
example Learning Experience

Hook - Slave or Master Day



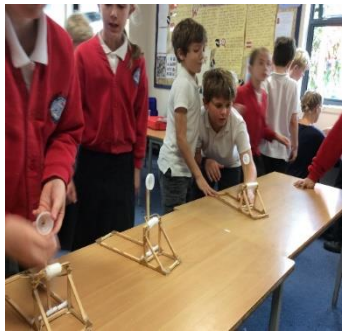


Trip to Butser Ancient Farm to learn how ancient Celts lived



Learn About Ancient Roman Britain and how the Roman invasion impacted us

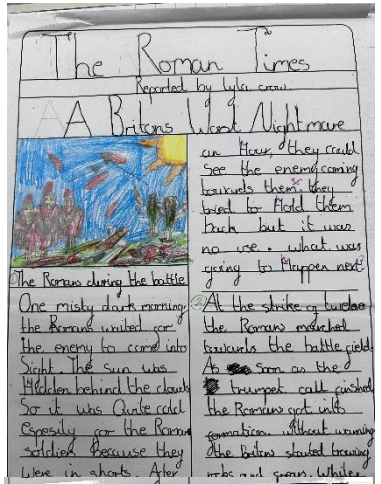
Learn About Roman inventions and siege warfare – create a catapult

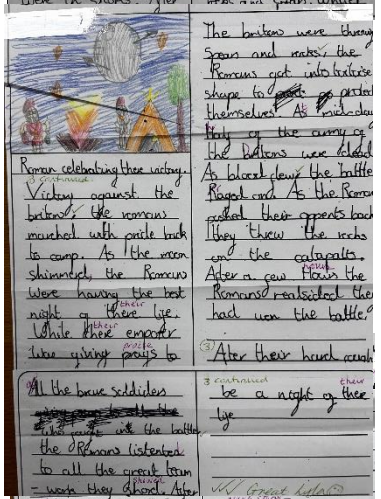


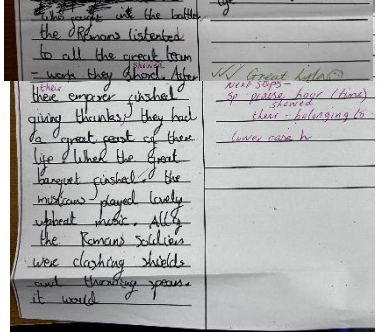
Trip to Fishbourne Roman palace

Take part in a Roman battle then write about it in a newspaper form

Box planning

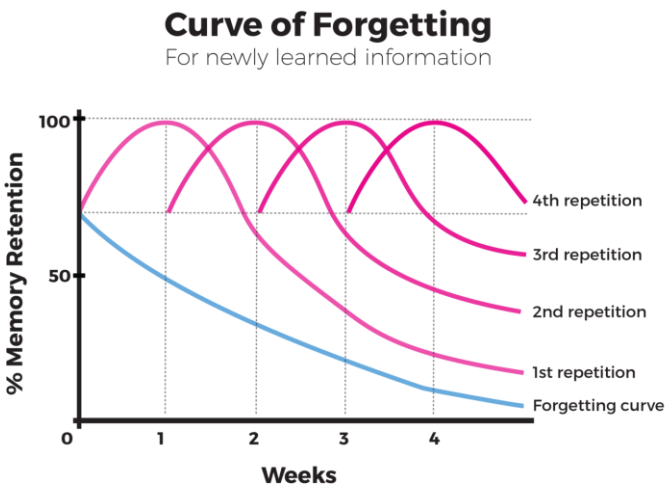




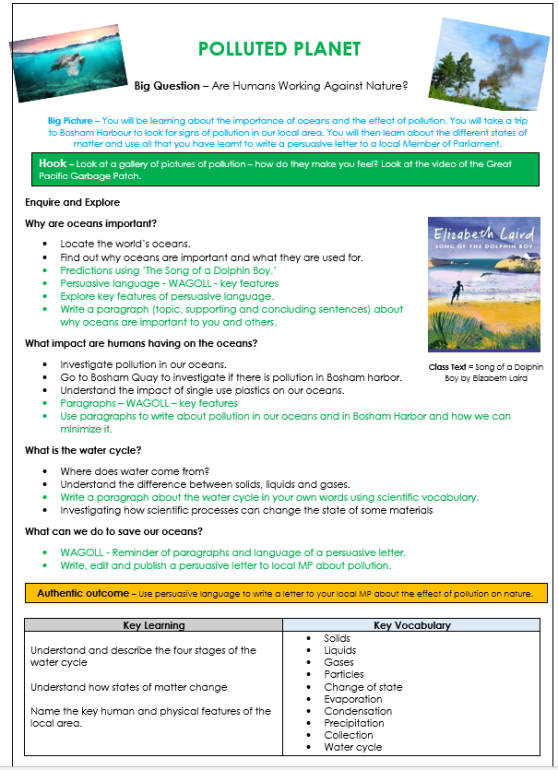


How to Make it Stick

In order for children to retain information they need to be exposed to information on multiple occasions. We have quizzes to recap learning from earlier in the year in order to help our children retain information.



Without this repeated exposure to information children will struggle to recall this in their long term memory. This is an approach we use across the curriculum to help children remember information such as times tables in maths.



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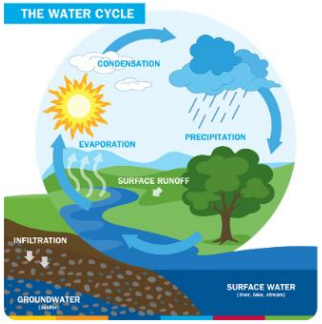
Here are two examples of quizzes for the Polluted Planet learning experience.

The Water Cycle – Can you describe the 4 stages of the water cycle? The key words will help you.



- Evaporation
- Precipitation
- Heats
- Sun
- Water vapor
- Condensation
- Collection
- Clouds
- Droplets
- Oceans/seas/lakes

States of Matter

Think back to when we did an experiment using vinegar, bicarbonate of soda, a bottle and a balloon.

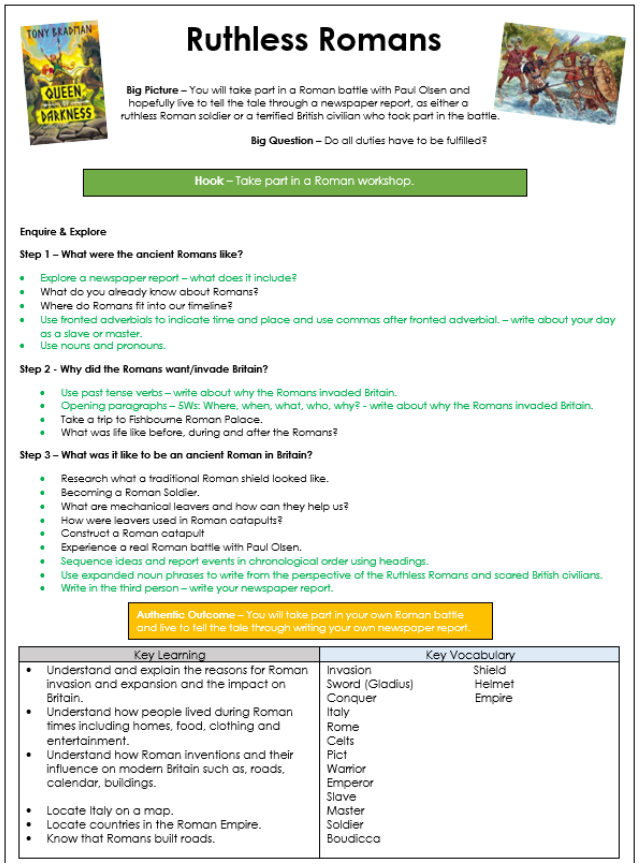
Can you explain what is happening?

Use the words – solid, liquid and gas.

How do we Assess Learning?

Bosham Writing guidance for planning English coverage

Y4	Genre focus (including LE & purpose)	Vocabulary (including common exception words)	Grammar & Punctuation	Structure & Organisation
Autumn 1	Recount – newspaper report (Ruthless Romans) To inform	• Later on … • Before long… • At that very moment…. • According to… • Eventually… • Despite … • through although surprise strength pressure position learn	- Standard formal English - Fronted adverbials to indicate time and place - Comma after fronted adverbial - Nouns and pronouns used for clarity and cohesion - Past tense verbs - 3rd person (he/she/they) - Expanded noun phrases (the rotten ruthless Romans) - Prepositional phrases (time/place/cause)	• TipTop paragraphs (change in Time place Topic perspective) • Headline and • Opening paragraph 5 W's (who, what, when, where, why) • Sequence ideas (events reported chronologically)



Ruthless Romans

Big Picture – You will take part in a Roman battle with Paul Olsen and hopefully live to tell the tale through a newspaper report, as either a ruthless Roman soldier or a terrified British civilian who took part in the battle.

Big Question – Do all duties have to be fulfilled?

Hook – Take part in a Roman workshop.

Enquire & Explore

Step 1 – What were the ancient Romans like?

- Explore a newspaper report – what does it include?
- What do you already know about Romans?
- Where do Romans fit into our timeline?
- Use fronted adverbials to indicate time and place and use commas after fronted adverbial. – write about your day as a slave or master.
- Use nouns and pronouns.

Step 2 - Why did the Romans want/invade Britain?

- Use past tense verbs – write about why the Romans invaded Britain.
- Opening paragraphs – 5Ws: Where, when, what, who, why? - write about why the Romans invaded Britain.
- Take a trip to Fishbourne Roman Palace.
- What was life like before, during and after the Romans?

Step 3 – What was it like to be an ancient Roman in Britain?

- Research what a traditional Roman shield looked like.
- Becoming a Roman Soldier.
- What are mechanical leavers and how can they help us?
- How were leavers used in Roman catapults?
- Construct a Roman catapult
- Experience a real Roman battle with Paul Olsen.
- Sequence ideas and report events in chronological order using headings.
- Use expanded noun phrases to write from the perspective of the Ruthless Romans and scared British civilians.
- Write in the third person – write your newspaper report.

Authentic Outcome – You will take part in your own Roman battle and live to tell the tale through writing your own newspaper report.

Key Learning	Key Vocabulary	
• Understand and explain the reasons for Roman invasion and expansion and the impact on Britain. • Understand how people lived during Roman times including homes, food, clothing and entertainment. • Understand how Roman inventions and their influence on modern Britain such as, roads, calendar, buildings. • Locate Italy on a map. • Locate countries in the Roman Empire. • Know that Romans built roads.	Invasion Sword (Gladius) Conquer Italy Rome Celts Pict Warrior Emperor Slave Master Soldier Boudicca	Shield Helmet Empire

For each learning experience we have divided up the English National Curriculum grammar & punctuation, vocabulary and structure & organisation (composition). This is then used to plan the learning experience with the relevant English learning within it.

Science Assessment Grid

	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	Parts of the body Similarities and differences	Colour, light/ dark	Animals & Habitats - contrast	Materials Plants	Habitats Plants	Mini beasts & their habitats Floating and sinking The seaside
	The Natural World • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Y1		Rats, Toys & Kings Describe the simple physical properties of a variety of everyday materials. Group together everyday materials based on their physical properties.	Wonderful Me Label basic human body parts. Name all of the senses. TAPS Assessment - Modelling the body • Using their observations and ideas to suggest answers to questions		Powerful Plants Know the difference between deciduous and evergreen trees. Name the basic structure of plants and trees. TAPS Assessment – Modelling Plant Structure • Observe and identify	The Carnival of the Animals Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Name animals that are carnivores, herbivores and omnivores. TAPS Assessment- Animal Classification • Identifying and classifying • Describe and compare the structure of a variety of animals.
Y2	Deep in the woods Explain the life cycle of a hedgehog. Compare the life cycle of a human to the life cycle of a hedgehog and understand that offspring grow into adults.	Incredible You Explain why it is important to exercise, eat healthy foods, drink water and be hygienic. Know why eating the right amounts of different types of food is important.	I Spy With My Little Eye Explain why different materials are suitable for different things because of their properties. Explain which material is most suitable to make a bucket and why. TAPs Assessment– Comparative test • What material would you use to make a boat to carry people crossing the Thames to flee the Great Fire of London?		The Secret Garden Explain how seeds and bulbs grow into mature plants Know plants need water, light and a suitable temperature to grow and stay healthy. TAPs Assessment • Describe what they have found out and use their results to make comparisons: children to order large pictures of their beans, label the key vocabulary and present it to others in their Science 3s.	Wild & Wonderful Know the difference between things that are living, dead, and things that have never been alive. Name a variety of plants and animals in their habitats, including microhabitats. Create and understand a simple food chain.

Working scientifically recorded in blue

Primary Science Teaching Trust

At Bosham we use the Teacher Assessment in Primary Science (TAPS) resources from the Primary Science Trust to assess pupils. It is based at Bath Spa University and funded by the Primary Science Teaching Trust (PSTT). TAPS aims to develop support for a valid, reliable and manageable system of primary school science assessment which will have a positive impact on children's learning.

- **Asking questions** – Asking questions that can be answered using a scientific enquiry.
- **Making predictions** – Using prior knowledge to suggest what will happen in an enquiry.
- **Setting up tests** – Deciding on the method and equipment to use to carry out an enquiry.
- **Observing and measuring** – Using senses and measuring equipment to make observations about the enquiry.
- **Recording data** – Using tables, drawings and other means to note observations and measurements.
- **Interpreting and communicating results** – Using information from the data to say what you found out.
- **Evaluating** – Reflecting on the success of the enquiry approach and identifying further questions for enquiry.

TAPS Working Scientifically Cycle

BATH SPA UNIVERSITY

why & how?

At Bosham we use the **National Curriculum** and **TAPs** (Teacher Assessment in Primary Science) experiments from **Bath Spa University** as well as the National Curriculum to test what our children understand.

This approach allows our pupils to demonstrate practical science skills as well as demonstrating understanding of knowledge or facts.

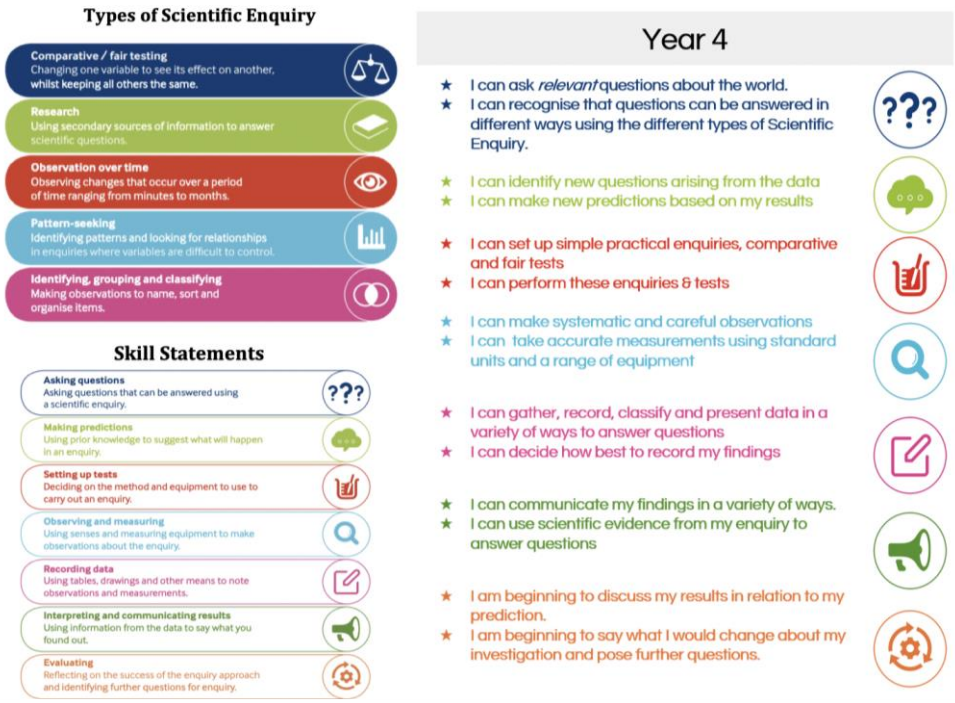
I Spy With My Little Eye

Explain why different materials are suitable for different things because of their properties.

Explain which material is most suitable to make a bucket and why.

TAPs Assessment– Comparative test

- What material would you use to make a boat to carry people crossing the Thames to flee the Great Fire of London?

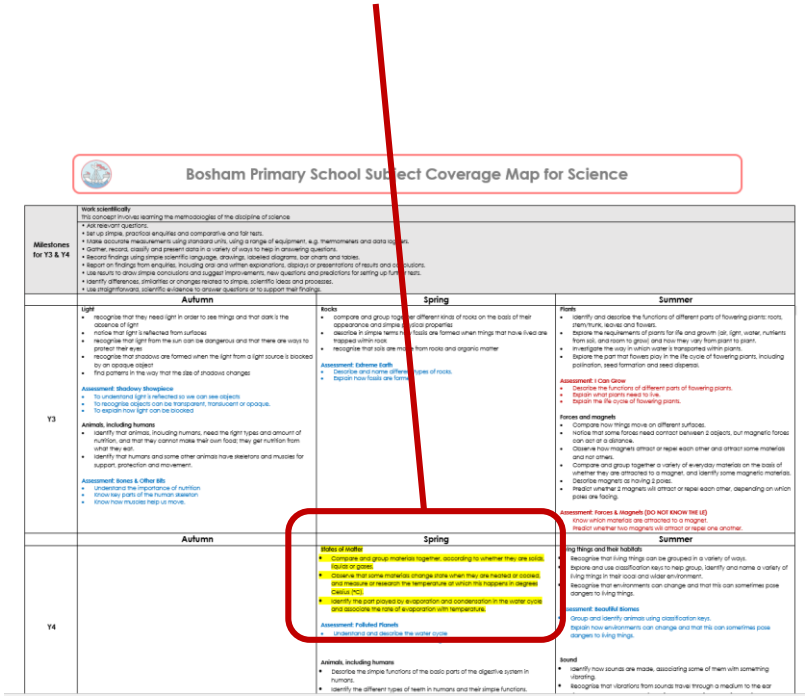


In **Y4** the **Science National Curriculum** states that children should learn about **States of Matter.**

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Our subject coverage maps include everything that needs to be covered (Science National Curriculum).



States of Matter

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- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

What the children will be learning taken from the National Curriculum.

Understand and describe the water cycle

Understand how states of matter change

What the children will have to show or write about to demonstrate their understanding and be judged to be at ARE.

Y4			**Polluted Planet** Understand and describe the water cycle Understand how states of matter change	**Chew, Poo & You** Name the different types of teeth and explain their role in digestion Know how food travels through the body Understand what a food chain is and how it works. **TAFS- The Human Digestion Explanation.** I can engage with scientific and technological evidence. **Powerful Problems** Construct a simple circuit and name its components. Understand whether a circuit is complete or incomplete using a switch. Recognise materials that are conductors or insulators and explain their uses. **TAFS** • Conductor or Insulator • Use straightforward scientific evidence to answer questions or to support their findings.	**What a Wonderful World** Group and identify animals using classification keys. Explain how environments can change and that this can sometimes pose dangers to living things.	**Sound** Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the volume of a sound and the strength of the vibrations that produced it. **TAFS** • String telephone conclusions • Use results to draw simple conclusions.

Science Vocabulary Grid

	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	**Special You** • similarities • differences • environment • process • season • autumn • spring • summer • winter	**Season to Season** • season • spring • summer • autumn • winter • hibernate • frost • ice • village	**What are Other Places Like?** • polar • temperature • ice • snow • Arctic • Antarctic • habitat • iceberg • blubber		**What is Africa Like?** • rainforest • canopy • tropical • equator • climate • vegetation	
Y1		**Rats, Toys & Kings** • materials • properties • plastic • metal • wood • glass • paper • variety • identify	**Wonderful Me** • body • human • senses • smell • touch • taste • heart • sight		**Powerful Plants** • deciduous • evergreen • branch • roots • leaves • stem • trunk	**The Carnival of the Animals** • identify • fish • amphibians • reptiles • birds • mammals • carnivores • herbivores • omnivores
Y2	**Deep in the woods** • animal • offspring • adu • life • cyc • bat • you • old • gro	**Incredible You** • healthy • food	**I Spy With My Little Eye** • brick • rock		**The Secret Garden** • grow • growth	**Wild and Wonderful** • living • alive
Y3		• proteins • carbohydrates • dairy • fats • oils **Shadowy showpiece** • light • reflected • source • shadows • dark • surface • straight lines • dangerous • transparent • translucent	• rock • erosion • soil • porous • permeability • crystal • mineral	• non-magnetic • attract • repel • materials	• seed formation • seed dispersal • oxygen • nutrients • absorb • transported • lifecycle • pollination	
Y4			**Polluted Planet** • solids • liquids • gases • melting • boiling • particles • change of state • frozen • evaporation • condensation • precipitation • collection • water cycle	**Chew, Poo & You** • digestion • molar, incisors & canine teeth • intestine • colon • oesophagus • rectum • nutrients • absorbs • saliva • enzymes • photosynthesis • consumer • decomposer • producer (primary / secondary) • predators • prey **Powerful Problems** • electricity • circuit (complete/broken) • battery • cell • wire • bulb • switch	**What a Wonderful World** • biomes • climate • ecosystem • habitat • adaption • biodiversity	**Sound** • volume • vibrations • vibrate • pattern • sound wave

We also carefully select vocabulary that pupils need to understand in order to be judged as ARE in Science for each unit.

States of Matter

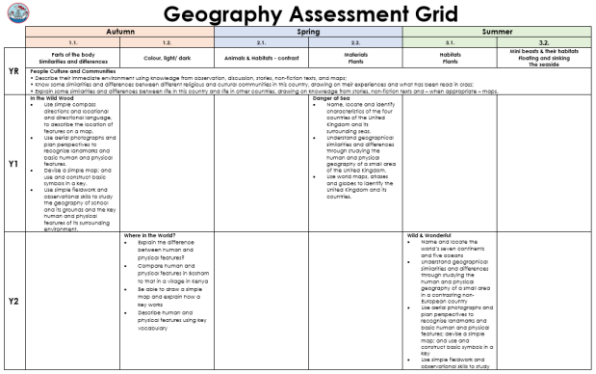
- Solids
- Liquids
- Gases
- Particles
- Change of state
- Evaporation
- Condensation
- Precipitation
- Collection
- Water cycle

What About the Other Subjects?

For Geography, History and RE we use the same approach of teaching all of the relevant National Curriculum objectives in our learning experiences then assessing pupil's understanding with carefully selected objectives and key vocabulary (which they have to understand).

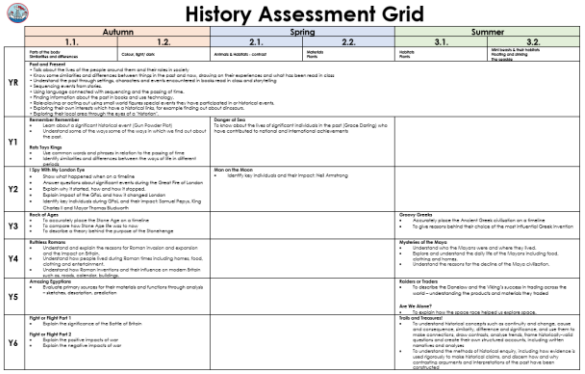
The same approach is used for all of the other subjects except for Computing (National Centre for Computing Education), PE (Get Set 4 PE) and PSHE (Jigsaw) where we chose well researched and effective curriculum that all meet the needs of the National Curriculum and more.

Geography Assessment Grid



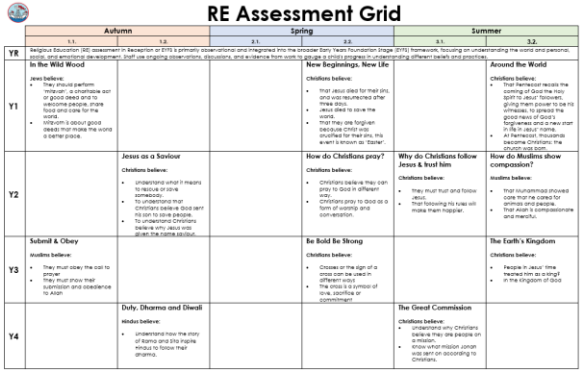
	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	Parts of the body Similarities and differences People Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Colour, light/ dark	Animals & habitats - contrast	Materials Plants	Habitats Plants	Mini beasts & their habitats Floating and sinking The seaside
Y1	In the Wild Wood • Use simple compass directions and locational and directional language, to describe the location of features 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. • Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.			Danger at Sea • Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Use world maps, atlases and globes to identify the United Kingdom and its countries.		
Y2		Where in the World? • Explain the difference between human and physical features. • Compare human and physical features in Iceland to that in a village in Kenya • Be able to draw a simple map and explain how a key works • Describe human and physical features using key vocabulary			Wild & Wonderful • Name and locate the world's seven continents and five oceans. • understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country • 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. • Use simple fieldwork and observational skills to study	

History Assessment Grid



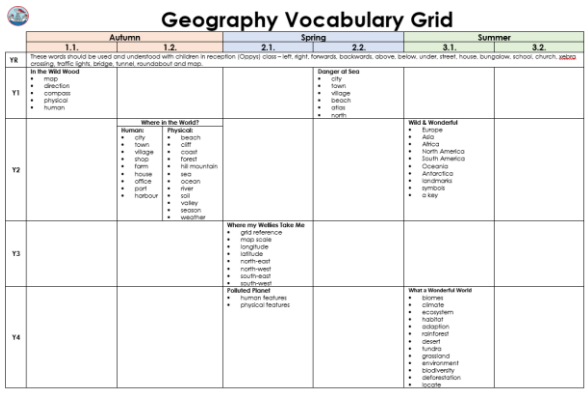
	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	Parts of the body Similarities and differences Past and Present • Talk about the lives of the people around them and their roles in society; • know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • understand the past through settings, characters and events encountered in books read in class and storytelling. • Sequencing events from stories • Using language connected with sequencing and the passing of time. • Finding information about the past in books and use technology. • Roleplaying or acting out using small world figures special events they have participated in or historical events. • Begin to use the language of time in their play and learning, for example finding out about dinosaurs. • Exploring their local area through the eyes of a 'historian'	Colour, light/ dark	Animals & Habitats - contrast	Materials Plants	Habitats Plants	Mini beasts & their habitats Floating and sinking The seaside
Y1	Remember Remember • Learn about a significant historical event (Sun Powder Plot) • Understand some of the ways some of the ways in which we find out about the past. Rain Toys Rings • Use common words and phrases in relation to the passing of time. • Identify similarities and differences between the ways of life in different periods.		Danger at Sea To know about the lives of significant individuals in the past (Grace Darling) who have contributed to national and international achievements			
Y2	I Spy With My London Eye • Show what happened when on a timeline • Answer questions about significant events during the Great Fire of London • Explain why it started, how and how it stopped. • Explain impact of the GFoL and how it changed London • Identify key individuals during GFoL and their impact Samuel Pepys, King Charles I and Mayor Thomas Bludworth		Man on the Moon • Identify key individuals and their impact Neil Armstrong			
Y3	Rock of Ages • Accurately place the Stone Age on a timeline • To compare how Stone Age life was to now • To describe a theory behind the purpose of the Stonehenge				Groovy Greeks • Accurately place the Ancient Greek civilisation on a timeline • To give reasons behind their choice of the most influential Greek invention	
Y4	Ruthless Romans • Understand and explain the reasons for Roman invasion and expansion and the impact on Britain. • Understand how people lived during Roman times including homes, food, clothing and entertainment. • Understand how Roman inventions and their influence on modern Britain such as roads, calendar, buildings				Mysteries of the Maya • Understand who the Mayans were and where they lived. • Explore and understand the daily life of the Mayans including food, clothing and homes. • Understand the reasons for the decline of the Maya civilisation.	
Y5	Amazing Egyptians • Evaluate primary sources for their materials and functions through analysis – exercise, description, prediction				Raiders or Traders • To describe the Danelaw and the Viking's success in trading across the world—understanding the products and materials they traded	
Y6	Fight or Fight Part 1 • Explain the significance of the Battle of Britain Fight or Fight Part 2 • Explain the positive impacts of war • Explain the negative impacts of war				Are We Alone? • To explain how the space race helped us explore space Trails and Endeavors! • To 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 • To 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	

RE Assessment Grid



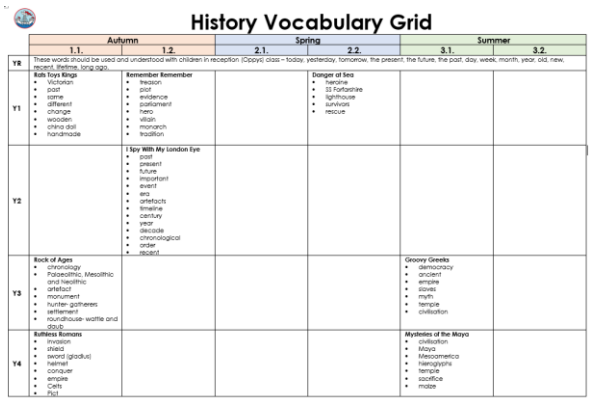
	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	Religious Education (RE) assessment in Reception at EYFS is primarily observational and integrated into the broader Early Years Foundation Stage (EYFS) framework, focusing on understanding the world and personal, social, and emotional development. Staff use ongoing observations, discussions, and evidence from work to gauge a child's progress in understanding different beliefs and practices.					
Y1	In the Wild Wood Jews believe: • They should perform 'mitzvah', a charitable act or good deed and to welcome people, share food and care for the world. • Yitzkyom is about good deeds that make the world a better place.			New Beginnings, New Life Christians believe: • that Jesus died for their sins, and was resurrected after three days. • Jesus died to save the world. • that they are forgiven because CHRIST was crucified for their sins, this event is known as 'Easter'		Around the World Christians believe: • That Pentecost recalls the coming of God the Holy Spirit to Jesus' followers, giving them power to be his witnesses, to spread the good news of God's forgiveness and a new start in life in Jesus' name. • At Pentecost, thousands became Christians; the church was born.
Y2		Jesus as a Saviour Christians believe: • understand what it means to rescue or save someone. • to understand that Christians believe God sent his son to save people. • To understand Christians believe why Jesus was given the name saviour		How do Christians pray? Christians believe: • Christians believe they can pray to God in different ways. • Christians pray to God as a form of worship and conversation.	Why do Christians follow Jesus & trust him Christians believe: • they must trust and follow Jesus. • That following his rules will make them happier.	How do Muslims show compassion? Muslims believe: • that muhammad showed care that he cared for animals and people. • That Allah is compassionate and merciful.
Y3	Submit & Obey Muslims believe: • They must obey the call to prayer • they must show their submission and obedience to Allah			Be Bold Be Strong Christians believe: • Crosses or the sign of a cross can be used in different ways. • The cross is a symbol of love, sacrifice or commitment.		The Earth's Kingdom Christians believe: • People in Jesus' time treated him as a king? • in the kingdom of God
Y4		Duty, Dharma and Diwali Hindus believe: • Understand how the story of Rama and Sita inspire Hindus to follow their dharma.			The Great Commission Christians believe: • Understand why Christians believe they are people on a mission. • know what mission Jonah was sent on according to Christians.	

Geography Vocabulary Grid



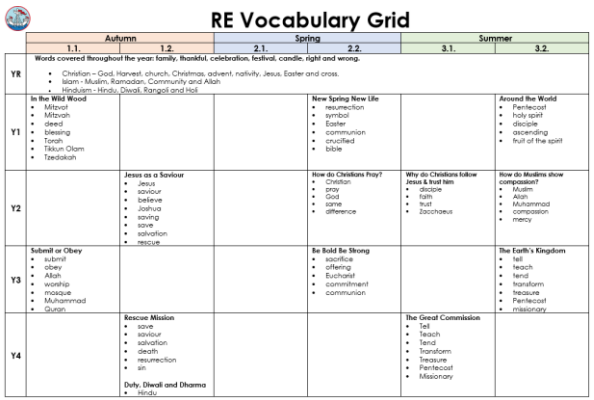
	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	These words should be used and understood with children in reception (Oppsy) class – left, right, forwards, backwards, above, below, under, street, house, bungalow, school, church, zebra crossing, traffic lights, bridge, tunnel, roundabout and map.					
Y1	In the Wild Wood • map • direction • compass • physical • human			Danger at Sea • city • town • village • beach • atlas • north		
Y2		Where in the World? Human: • city • town • village • shop • farm • house • office • port • harbour Physical: • beach • cliff • coast • forest • hill mountain • sea • ocean • river • soil • valley • season • weather			Wild & Wonderful • Europe • Asia • Africa • North America • South America • Oceania • Antarctica • landmarks • symbols • a key	
Y3			Where my Wellies Take Me • grid reference • map scale • longitude • latitude • north-east • north-west • south-east • south-west			
Y4			Polluted Planet • human features • physical features		What a Wonderful World • biomes • climate • ecosystem • habitat • adaption • rainforest • desert • tundra • grassland • environment • biodiversity • deforestation • locate	

History Vocabulary Grid



	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	These words should be used and understood with children in reception (Oppsy) class – today, yesterday, tomorrow, the present, the future, the past, day, week, month, year, old, new, recent, lifetime, long ago.					
Y1	Rain Toys Rings • Victorian • past • same • different • change • wooden • china doll • handmade	Remember Remember • treason • plot • evidence • parliament • hero • villain • monarch • tradition		Danger at Sea • heroine • SS Forfarshire • lighthouse • survival • rescue		
Y2		I Spy With My London Eye • past • present • future • important • event • era • artefacts • timeline • century • year • decade • chronological • order • recent				
Y3	Rock of Ages • chronology • Palaeolithic, Mesolithic and Neolithic • artefact • monument • hunter-gatherers • settlement • roundhouse- wattle and daub				Groovy Greeks • democracy • ancient • empire • slaves • myth • temple • civilisation	
Y4	Ruthless Romans • invasion • shield • sword (gladius) • helmet • conquer • empire • Celts • Plot				Mysteries of the Maya • civilisation • Maya • Mesoamerica • hieroglyphs • temple • sacrifice • maize	

RE Vocabulary Grid



	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	Words covered throughout the year: family, thankful, celebration, festival, candle, right and wrong. • Christian – God, Harvest, church, Christmas, advent, nativity, Jesus, Easter and cross. • Islam - Muslim, Ramadan, Community and Allah • Hinduism - Hindu, Diwali, Rangoli and Holi					
Y1	In the Wild Wood • Mitzvah • Mitzvah • deed • blessing • Torah • Tikkun Olam • Tzedakah			New Spring New Life • resurrection • symbol • Easter • communion • crucified • bible		Around the World • Pentecost • holy spirit • disciple • ascending • fruit of the spirit
Y2		Jesus as a Saviour • Jesus • saviour • believe • Joshua • saving • save • salvation • rescue		How do Christians Pray? • Christian • pray • God • same • difference	Why do Christians follow Jesus & trust him • disciple • faith • trust • Zacchaeus	How do Muslims show compassion? • Muslim • Allah • Muhammad • compassion • mercy
Y3	Submit or Obey • submit • obey • Allah • worship • mosque • Muhammad • Quran			Be Bold Be Strong • sacrifice • offering • Eucharist • commitment • communion		The Earth's Kingdom • tell • teach • tend • transform • treasure • Pentecost • missionary
Y4		Rescue Mission • save • saviour • salvation • death • resurrection • sin Duty, Diwali and Dharma • Hindu			The Great Commission • Tell • Teach • Tend • Transform • Treasure • Pentecost • Missionary	