

Garnet	Block 1		Block 2		Block 3	
Geography	Local- Our School. Skills and Field work -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 area. -Devise a simple map and use or construct basic symbols in a key. -Use simple compass directions (North, South, East and West) and locational and directional language the describe the location of features on a map.		Location Knowledge- UK within the world. (London focus?) -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -Name and locate the world's seven continents and five oceans. Skills -Use atlases to identify the UK and countries. To identify why London is located where it is: River Thames/trade, Advantages and disadvantages of living in London.		UK compared to non- European Country (e.g Africa) Place value -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. Skills and field work. -Use world maps and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.	
History	Local history: Our school Changes within living memory		The Great Fire of London Events Beyond Living Memory		Explorers Significant individuals	
Art	Artist Study: Giuseppe Arcimboldo Colour/ 2D/ 3D form & & photography (KidsDraw app) Create a picture using ICT		Artist Study: Jackson Pollock Colour/ paint□shades/tones		Artist Study: Bridget Riley Texture/ collage/ pattern.	
Design Technology	Food Nutrition Preparing fruit and vegetables Making a fruit salad		Mechanisms Technology Wheels and axels -vehicle great fire of London		Structures Design Freestanding structure Island?	
Religious Education	1.6c Caring for the natural world Explore stories from religious and cultural traditions and find out about attitudes to the natural world	1.4c Belonging Find out about ceremonies in which special moments in the life cycle are marked.	1.3b Worship and ceremonies Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies	1.5b Families Listen to and ask questions about stories of individuals, special people and those who have a relationship with God.	1.5c Storytelling through sacred writings Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers	1.2a Worship Find out about how and when people worship and ask questions about why this is important to believers.

Sapphire	Block 1		Block 2		Block 3	
Curriculum Overview 2023-2024 Geography	Practical Skills- My world. Find where I live. Create a map using symbols. Ordnance survey. Know and name at least eight countries and six cities in the UK. Know and name eight compass points. Plan a journey.		India- Climate and land use. Comparison to UK. Climate zone. Rivers. Identify key human and physical features.		Physical geography-Earthquakes. Know where they occur. Understand how they occur.	
History	Vikings and Anglo-Saxons Events Beyond Living Memory (invasion at Lindisfarne)		Monarchy Changing Power of Monarchs Significant individuals Queen Victoria/ Queen Elizabeth		James Bateman and Biddulph Grange Significant person and place in your own locality	
Art	Artist Study: Andy Warhol (pop art) Colour (viewfinder)		Artist Study: William Morris Printing/ patterns Digital art		Artist Study: Henri Rousseau Sketching/ painting/collage	
Design Technology	Textiles Functionality Purse/ weaving -Cath Kidson		Mechanisms Technology Sliders, levers and linkages Model of each mechanism. Design and make a moving part card.		Food Healthy Diet Design and make a new school meal that fulfils specific criteria	
Religious Education Focus - Hindu Dharma Compare with Islam and Christianity	2.6a Exploring living by rules Explore rules for living for all, but especially those found in sacred writings and teachings and ask questions about their impact on the lives of believers	1.3c Valuing new life Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression	2.3c Symbols of worship Compare and contrast the use of symbols, actions and gestures used in worship by different communities	1.2c Belonging to a group Identify the importance for some people of belonging to a religion or a community group and recognise the difference this makes to their lives	2.1d The beginning of the World Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers	1.6a Showing kindness and goodness Listen and respond to stories highlighting the morals and values of all

Amethyst	Block 1		Block 2		Block 3	
Geography	<p>Geographical Skills- My locality, sketching it out!</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use. Discover features of villages, towns and cities.</p> <p>Also economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p>Wonderful watercycle. Know water cycles.(Completed in science) To identify and describe cloud types. Explore different climates Compare uses, size and formation of two rivers e.g. River Thames and River Trent. Weather- Collect and accurately measure information-rainfall, temperature (Science link). Explore different rivers.</p>		<p>Place knowledge- North America</p> <p>Locational knowledge.</p> <p>To identify the position and significance of - Equator, Northern hemisphere, Southern hemisphere, Tropics of Capricorn and Cancer on a map. -Longitude and latitude.</p>	
History	<p>The Romans Local History: Chesterton Roman Fort</p>		<p>Local History of the Industrial Revolution (James Brindley)</p>		<p>The Space Race</p>	
Art	<p>Artist Study: Georges Seurat Drawing/sculpture/collage (Art from historical periods)</p>		<p>Artist Study: L.S. Lowry Sketching - charcoal Landscapes</p>		<p>Artist Study: Claude Monet Colour (watercolour) Reflections Sewing</p>	
Design Technology	<p>Mechanical Systems Evaluate Levers and linkages- make a catapult</p>		<p>Food States of matter- cooking/melting/freezing Nutrition Healthy and varied diet Lobby</p>		<p>Structures Design Shell structures (including computer aided design)</p>	
Religious Education	<p>2.6d Environment: Harvest Explore religious/cultural stories and teachings about the environment and identify and reflect their impact on behaviour</p> <p>Focus - Hindu Dharma/Sikhi Compare with Islam, Christianity and humanism</p>	<p>2.2a Religion in the home Compare and contrast the practice of religion in the home in different religious communities</p>	<p>2.6c Commitment: Lent Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p>	<p>2.2c Sharing special food Investigate some features of key religious festivals and celebrations and identify similarities and differences</p>	<p>2.3d Thinking about God Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice</p>	<p>2.1c Religious Leaders Explore the life of key religious figures and make links with teachings and practices of special significance to followers</p>

Curriculum Overview 2023-2024

For PSHE/ Music/ French/ PE /science curriculum look under curriculum areas. These subjects are taught weekly and some are within different groupings e.g. key stages or year groups.