

**Christ Church Whole School Curriculum 2014 Overview of Themes**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drive rs	History Geography Science Art	History Geography Science Art	History Geography Science Art	History Geography Science Art	History Geography Science Art	History Geography Science Art
History	<ul style="list-style-type: none"> <li>Significant historical events people and places</li> <li>Key event nationally</li> <li>In the past living memory (adults in the past)</li> </ul>	<ul style="list-style-type: none"> <li>Events in history and significant individuals</li> </ul>	<ul style="list-style-type: none"> <li>Stoneage/Ironage</li> <li>Roman Empire and its impact on Britain</li> <li>(optional Neolithic as fits in with science rocks )</li> </ul>	<ul style="list-style-type: none"> <li>Anglo Saxons and Scots settlements</li> <li>Vikings and Anglo Saxon struggle</li> <li>Ancient Greece on the Western World</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Civilizations with a focus on Ancient Egyptians.</li> <li>Non-European Society that has a contrast of British History - Bagdad, Mayan, Benin</li> <li>Changing power of British Monarchs.</li> </ul>	<ul style="list-style-type: none"> <li>In depth study of a local history site, this is significant to the locality.</li> <li>Tudors - exploration and trade to fit in with geography</li> </ul>
	Significant historical events, people and places in their own locality.		Historical and cultural development of art			
Geography	<ul style="list-style-type: none"> <li>Location of countries and cities</li> <li>Location of UK seas</li> <li>Weather</li> <li>Simple fieldwork and observation - school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Seven continents, 5 Oceans</li> <li>An area in the UK contrasted and compared to Non-European.</li> <li>Compass points</li> <li>Simple maps to support field work</li> </ul>	<ul style="list-style-type: none"> <li>Locate countries and major cities in Europe, Russia, North and South America.</li> <li>Earthquakes, mountains and volcanoes</li> <li>8 point compass and OS symbols</li> <li>Fieldwork observe- measure and record</li> </ul>	<ul style="list-style-type: none"> <li>Significance of Longitude, latitude, equator, hemispheres</li> <li>Physical Geography - climate zones and water cycle.</li> <li>Use mapping skills to locate countries and their features.</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences in human and physical geography of region of the UK, region of a European Country, Region of North or South America</li> <li>OS - 4 and 6 grid referencing</li> <li>Major Physical features, Vegetation belts and rivers.- source, mouth, impact, features.</li> <li>Fieldwork - evidence of a range of methods including digital technology.</li> </ul>	<ul style="list-style-type: none"> <li>In depth study of the UK.</li> <li>Local study to support the history.</li> <li>Human geography of settlement and economic activity.</li> <li>Sustainability, Energy and Global warming.</li> <li>Fieldwork - evidence of a range of methods</li> </ul>
	<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</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>					
Science	<ul style="list-style-type: none"> <li>Plants</li> <li>Animals including humans</li> <li>Seasonal Changes</li> <li>Everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Plants</li> <li>Animals, including humans.</li> <li>Use of everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>Plants</li> <li>Animals, including humans</li> <li>Rocks</li> <li>Light</li> <li>Forces and Magnets</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their Habitats</li> <li>Animals including humans</li> <li>States of matter</li> <li>Sound</li> <li>Electricity</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Animals including humans</li> <li>Properties and changes of materials</li> <li>Earth and Space</li> <li>Forces</li> </ul>	<ul style="list-style-type: none"> <li>Living things and their habitats</li> <li>Animals including humans</li> <li>Evolution and inheritance</li> <li>Light</li> <li>Electricity</li> </ul>
DT	<ul style="list-style-type: none"> <li>Where does food come from using the garden?</li> <li>Moving parts</li> <li>Healthy sandwich</li> <li>Building structures</li> </ul>	<ul style="list-style-type: none"> <li>Where does food come from using the garden?</li> <li>Fridge magnets</li> <li>Food from the continents</li> <li>Axels</li> </ul>	<ul style="list-style-type: none"> <li>Mechanical systems (gears, pulleys, cams, linkages)</li> <li>Weaving textiles</li> <li>How to make a cool drink</li> </ul>	<ul style="list-style-type: none"> <li>Electrical systems - (bulbs, switches buzzers, motors)</li> <li>Box and board game-linked to electrical systems.</li> <li>Cook an energy bar</li> </ul>	<ul style="list-style-type: none"> <li>Textiles</li> <li>Moving Mechanisms and Fierce and Friendly Creatures (y6 Nuffield)</li> <li>Food - Salads</li> </ul>	<ul style="list-style-type: none"> <li>Animated story/computer game link with computing.</li> <li>Enterprise</li> <li>Carry bag</li> <li>Cooking and nutrition for a group plus a guest.(On-going throughout the year)</li> </ul>



Art and Design	Mark Making Drawing materials Famous artists, Architects, craft workers and designers Explore, develop and evaluate work. Clay Painting Sculpture	Mark Making and drawing. Drawing Materials Famous artists, Architects, craft workers and designers Explore, develop and evaluate work. Clay Painting Printing Textiles/Collage	Mark Making and drawing. Drawing Materials Famous artists, Architects, craft workers and designers Explore, develop and evaluate work. Sketch Books Clay Painting Sculpture	Mark Making and drawing. Drawing Materials Famous artists, Architects, craft workers and designers Explore, develop and evaluate work. Clay Painting Printing Textiles/Collage Sketch Books	Sketch Books Mark Making and drawing. Drawing Materials Famous artists, Architects, craft workers and designers Explore, develop and evaluate work. Sketch Books Clay Painting Sculpture	Sketch Books Mark Making and drawing. Drawing Materials Famous artists, Architects, craft workers and designers Explore, develop and evaluate work. Clay Painting Printing Textiles/Collage
	<ul style="list-style-type: none"> <li>Evaluate and analyse creative works using the language of art and design.</li> <li>Know about great artists, craft-makers and designers (including architects).</li> <li>Use of sketch books to answer questions - development use of. (await CPD)</li> <li>Historical cultural development.</li> </ul>					
Music	Rhythm Pitch Singing Instrumental performance Performing with others Composition Elements and Vocabulary Styles and contest	Rhythm Pitch Singing Instrumental performance Performing with others Composition Elements and Vocabulary Styles and contest	Rhythm Pitch Singing Instrumental performance Performing with others Composition Elements and Vocabulary Styles and contest	Rhythm Pitch Singing Instrumental performance Performing with others Composition Elements and Vocabulary Styles and contest	Rhythm Pitch Singing Instrumental performance Performing with others Composition Elements and Vocabulary Styles and contest	Rhythm Pitch Singing Instrumental performance Performing with others Composition Elements and Vocabulary Styles and contest
MFL	<ul style="list-style-type: none"> <li>Numbers</li> <li>Greetings</li> <li>Asking and answering questions</li> <li>Responding to classroom phases</li> </ul>	<ul style="list-style-type: none"> <li>Numbers</li> <li>Days of the week</li> <li>Family words</li> <li>Food</li> </ul>	<ul style="list-style-type: none"> <li>Questions, answers and sentence building,</li> <li>Masculine nouns</li> <li>Feminine nouns</li> <li>Numbers</li> <li>Questions and answers</li> <li>Months and date</li> </ul>	<ul style="list-style-type: none"> <li>Masculine nouns</li> <li>Adverbs of place</li> <li>Telling the time</li> <li>Stories</li> <li>Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement</li> </ul>	<ul style="list-style-type: none"> <li>Nouns</li> <li>Adverbs of place</li> <li>Adjectives that precede the noun</li> <li>Healthy food</li> <li>Expression opinion</li> <li>Immediate future tense</li> <li>Asking Questions</li> <li>Numbers</li> </ul>	<ul style="list-style-type: none"> <li>Nouns</li> <li>Verbs in the infinitive</li> <li>Adverbs place</li> <li>Adjectives that precede the noun</li> <li>Adverbs of time/frequency</li> <li>Expressions of annoyance</li> <li>Numbers</li> </ul>
PE	<ul style="list-style-type: none"> <li>Basic movements - running jumping, throwing catching, balance agility and coordination in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Basic movements - running jumping, throwing catching, balance agility and coordination in a range of activities.</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> <li>Perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Gym</li> <li>Swimming</li> <li>Athletics</li> <li>Striking and Fielding</li> <li>Net and Wall</li> <li>Invasion games</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Gym</li> <li>Athletics</li> <li>Striking and Fielding</li> <li>Net and Wall</li> <li>Invasion games</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Gym</li> <li>Athletics</li> <li>Striking and Fielding</li> <li>Net and Wall</li> <li>Invasion games</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Gym</li> <li>Athletics</li> <li>Striking and Fielding</li> <li>Outdoor and Adventurous Activity</li> <li>Net and Wall</li> <li>Invasion games</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Bee bots</li> <li>Programming bee bots</li> <li>Finding things out</li> <li>E safety</li> <li>ICT in and out of school</li> <li>Word processing</li> <li>Sound and Music</li> <li>Graphics</li> </ul>	<ul style="list-style-type: none"> <li>Move the turtle</li> <li>Daisy Dino App</li> <li>Finding things out</li> <li>Email</li> <li>Handling data</li> <li>E safety</li> <li>ICT in and out of school</li> <li>Sound recording</li> <li>Video</li> <li>Animation Video</li> </ul>	<ul style="list-style-type: none"> <li>Logo</li> <li>Probots</li> <li>Hopscotch app</li> <li>Internet research</li> <li>Branching tree</li> <li>Data - bar charts and pictogram</li> <li>E safety</li> <li>Digital society</li> <li>The internet</li> <li>E book</li> <li>Graphics</li> </ul>	<ul style="list-style-type: none"> <li>Logo/probot</li> <li>Data loggers</li> <li>Scratch</li> <li>Internet research</li> <li>Email</li> <li>Branching tree</li> <li>Data bases</li> <li>E safety</li> <li>The school Network</li> <li>Powerpoint</li> <li>Tour guide</li> <li>Video animation</li> </ul>	<ul style="list-style-type: none"> <li>Cargo bot app</li> <li>Scratch-</li> <li>Internet research</li> <li>Spreadsheets and graphs</li> <li>E safety</li> <li>Cloud computing</li> <li>E books</li> <li>Sound recording</li> </ul>	<ul style="list-style-type: none"> <li>Data loggers</li> <li>Scratch- gaming</li> <li>Python</li> <li>Blogging</li> <li>Data collections</li> <li>E safety</li> <li>Digital society</li> <li>Video</li> <li>Animation</li> <li>E book - comic</li> </ul>
RE	<ul style="list-style-type: none"> <li>Christianity</li> <li>Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Christianity</li> <li>Islam</li> </ul>	<ul style="list-style-type: none"> <li>Hinduism</li> <li>Christianity</li> </ul>	<ul style="list-style-type: none"> <li>Christianity</li> <li>Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Christianity</li> <li>Sikhism</li> </ul>	<ul style="list-style-type: none"> <li>Christianity</li> <li>Islam</li> </ul>



PSHEE	<ul style="list-style-type: none"> <li>• <b>Our Happy School</b> (New Beginnings)</li> <li>• <b>Out and About</b> (Getting On &amp; Falling Out / Say No to Bullying)</li> <li>• <b>Looking Forward</b> (Going for Goals)</li> <li>• <b>My Friends and Family</b> (Relationships)</li> <li>• <b>Healthy Bodies, Healthy Minds</b> (Good to be Me)</li> <li>• <b>Ready, Steady, Go</b> (Changes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Our Happy School</b> (New Beginnings)</li> <li>• <b>Out and About</b> (Getting On &amp; Falling Out / Say No to Bullying)</li> <li>• <b>Looking Forward</b> (Going for Goals)</li> <li>• <b>My Friends and Family</b> (Relationships)</li> <li>• <b>Healthy Bodies, Healthy Minds</b> (Good to be Me)</li> <li>• <b>Ready, Steady, Go</b> (Changes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Our Happy School</b> (New Beginnings)</li> <li>• <b>Out and About</b> (Getting On &amp; Falling Out / Say No to Bullying)</li> <li>• <b>Looking Forward</b> (Going for Goals)</li> <li>• <b>My Friends and Family</b> (Relationships)</li> <li>• <b>Healthy Bodies, Healthy Minds</b> (Good to be Me)</li> <li>• <b>Ready, Steady, Go</b> (Changes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Our Happy School</b> (New Beginnings)</li> <li>• <b>Out and About</b> (Getting On &amp; Falling Out / Say No to Bullying)</li> <li>• <b>Looking Forward</b> (Going for Goals)</li> <li>• <b>My Friends and Family</b> (Relationships)</li> <li>• <b>Healthy Bodies, Healthy Minds</b> (Good to be Me)</li> <li>• <b>Ready, Steady, Go</b> (Changes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Our Happy School</b> (New Beginnings)</li> <li>• <b>Out and About</b> (Getting On &amp; Falling Out / Say No to Bullying)</li> <li>• <b>Looking Forward</b> (Going for Goals)</li> <li>• <b>My Friends and Family</b> (Relationships)</li> <li>• <b>Healthy Bodies, Healthy Minds</b> (Good to be Me)</li> <li>• <b>Ready, Steady, Go</b> (Changes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Our Happy School</b> (New Beginnings)</li> <li>• <b>Out and About</b> (Getting On &amp; Falling Out / Say No to Bullying)</li> <li>• <b>Looking Forward</b> (Going for Goals)</li> <li>• <b>My Friends and Family</b> (Relationships)</li> <li>• <b>Healthy Bodies, Healthy Minds</b> (Good to be Me)</li> <li>• <b>Ready, Steady, Go</b> (Changes)</li> </ul>
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