



## St Luke's Church of England (Aided) Primary School Curriculum Overview (2022-2023)

### Rationale for our Curriculum

The aim of our curriculum is to support children's physical, emotional, spiritual, cognitive, creative and academic development. We want our children to be eager to come to school because they are excited to learn about the many different things our curriculum offers them. We have used the national curriculum guidelines in order to develop the knowledge content of the curriculum, and our main aim is to make the curriculum relevant and exciting to our children, with purposeful outcomes that they care about achieving. Our curriculum is designed to support children's language development, to address the vocabulary deficit experienced by many of our children and to recognise and value their place as citizens in our world.

We have developed a **Curriculum Knowledge and Language Overview** document which details how the topics covered across the school link with the different subject areas, in terms of content, knowledge and language. Our **Curriculum Subject Learner Profiles** are the tool to ensure the progression of development of skills, knowledge, subject specific vocabulary and assessment in all of the subject areas. Language development features in both documents.

### Intent

An important principle of our curriculum design is that children are provided with the knowledge, skills, vocabulary and memorable and engaging experiences they require and need to succeed in life. At St Luke's we aim to provide children with a wide range of educational visits and encounters in order to develop the range of cultural experiences children are exposed to. Through quality first teaching and sharing the best that has been thought and said we endeavour to develop the children into being life-long learners with a thirst for knowledge.

Our team of subject leaders have worked collaboratively to ensure that curriculum content is sequenced logically and chronologically and is also reflective of the child's growing awareness of the world in which we live. For example, in History children are taught the historical periods beginning with Stone Age & Iron Age in Year 3 to the Anglo-Saxons & Vikings in Year 6. This enables our children to place their learning within the bigger picture and better remember historical people, periods and events, contributing to their historical understanding. In Geography, we also ensure that coverage is reflective of the place in which they live; the children learn about their home, their street, Blakenhall, Wolverhampton, The Black Country, England and the United Kingdom. In addition, the children also study contrasting localities which are also reflective of our children's backgrounds, i.e. Jamaica, India, North America.

### Implementation

The core subjects are taught discretely, with termly topics links made where appropriate. As part of a themed topic approach, foundation subjects are integrated to engage our children and provide a clear context for their learning. Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning. Our curriculum, enhanced by memorable experiences and wider opportunities, which inspire children to lead their own learning regardless of disability, race, religion or belief and gender. This is underpinned by strong pastoral provision and through building supportive relationships with families.

### Impact

Assessment includes skills progression and knowledge and content in every curriculum area using our Curriculum Subject Learner Profiles. Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:

**Standards:** Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.

**Aspire, Believe, Achieve:** Children are confident and successful learners, demonstrating our school's learning values, and make the right choices for their learning.

**Personal Development:** Children demonstrate the 'St Luke's Way' in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community.

## Early Years

The Early Years Foundation Stage curriculum is divided into seven areas of learning and development:

- **Personal, Social and Emotional Development** focuses on children learning to work, play and co-operate with others beyond the family. It also covers aspects of Personal, Social, Moral and Spiritual Development.
- **Communication and Language** focuses on enabling the children to develop their confidence and skills to be able to talk and listen in a range of situations. This is supported through the use of an inclusive programme called Helicopter Stories. Within this programme, children build their story telling skills through role play and it promotes children to talk out loud about their own stories with the teacher.
- **Physical Development** focuses on developing fine and gross motor skills and positive attitudes towards a healthy lifestyle through P.E. and Games using a range of large and small equipment.
- **Literacy** focuses on introducing the children to letters and sounds to enable them to begin to read and write. The children are also introduced to a range of different stories and books. The children are familiar with story structure through the use of Tales Toolkit principles and symbols. They also have the chance to visit the school library on a fortnightly basis to promote a passion for books.
- **Mathematics** focuses on practical activities to develop their counting skills and on using and understanding number and other mathematical language.
- **Understanding of the World** focuses on providing the children with opportunities to learn about the world around them through history, science, geography and religious education topics.
- **Expressive Arts and Design** focuses on developing children's imagination through Art, Music, Dance, Stories and Role Play.

Emphasis is placed on establishing good standards of behaviour and social skills and Learning through Play – our aim is to provide the play sandwich.

The children also learn about relevant festivals and key events such as seasons, Christmas, Chinese New Year, Pancake day, Easter, etc.

The children also have discrete sessions for Phonics, Writing and Maths that are taught in ability groups. Children are taught nursery rhymes weekly through the use of the charanga music programme. A reading session takes place fortnightly and a whole class story takes place every day to promote the importance of reading.

**From Years 1 to 6, Reading and Maths are taught across the school indicated by Prior Attainment. English is taught in mixed ability groupings. Religious Education is taught either discretely or within the topic themes as appropriate. Science, Physical Education and FL are taught discretely**

### English and Reading

With regards to English, in KS1 and KS2, children are taught English on a daily basis, through our own designed programme based on the aspects of the Curriculum. English skills are taught and revisited many times in order that these key skills are embedded into the children's long term memory and then used in a wide variety of contexts across the whole curriculum. Throughout the English cycle, children:

- Are introduced to the text, they 'unpick and deconstruct' the text, look at vocabulary using 'Word Aware' – Anchor, Step-on and Goldilocks words and focus on different Reading domains, developing and extending comprehension skills. In these sessions, children 'experience' the text which can be through Hot seating, conducting research, practical activities, role play, re-telling of the story, drawing; all of the activities focusing on 'activating the vocabulary'.
- Develop their Spelling, Punctuation and Grammar skills both revisiting skills and introducing new concepts.
- Have the opportunity to build a varied and rich vocabulary and increase their knowledge of a range of sentence structures. The sessions focus on building up structure, creating paragraphs, developing vocabulary.
- Plan and prepare for their 'Big Write' activity. This builds upon the skills that they have been introduced to throughout the week.
- Produce a final product which links to the theme. This can be written, presented, videoed, performed, etc.

- Are then given an opportunity to edit their work to make improvements either through self-editing or peer editing, they are also given the tools to add in further SPaG where appropriate. Children are encouraged to publish their work where applicable in order to give their writing a purpose, for example, display, website, School facebook page, school twitter account, etc.

The teaching of spelling is incorporated into Year 1 English Lessons through spelling starters and Years 2 – 6 follow the daily Read Write Inc. Spelling Programme with a dedicated 15 minute slot.

**Phonics:** For Synthetics Phonics, we follow the Ruth Miskin Literacy programme. This is predominantly taught in Nursery, Reception and Year 1, with some Year 2 and a small minority of Year 3 still being in the programme. This is taught daily for 30 minutes with a focus on decoding and comprehension skills. For children who do not pass the Phonics Screening Check, children will be participate in phonics interventions.

**Reading:** Once the children have exited Read Write Inc. groups, the children then move into Stop! Reading time. This is an opportunity for children to develop a passion for and establish a love and appreciation of reading, participate in wider reading, develop and embed their reading comprehension skills, focusing on the different Reading Domains in different curriculum contexts and also, to develop children's vocabulary. This is achieved through a two weekly programme: one week focuses on the teaching of reading skills around the different reading domains; the other week involves a carousel of activities to develop passion for reading and independent reading skills. This is facilitated through the use of the Bug Club programme, comprehension boxes, a teacher led task and independent reading using the wide variety of reading areas across the school. At St Luke's we value the importance of storytelling and sharing short stories, poetry and classic novels with the children and have incorporated whole class story time into the two weekly cycle.

**Handwriting:** In Early years and year 1, handwriting is embedded into their writing and English sessions. Handwriting is taught discreetly from years 2 – 6 with a dedicated half an hour slot every week.

## **Maths**

At St Luke's, we aim to promote enjoyment of learning through practical activity, exploration and discussion; to promote confidence and competence with numbers and the number system; to develop the ability to solve problems through decision making and reasoning in a range of contexts; to develop a practical understanding of the ways in which information is gathered and presented; to explore features of shape and space, and develop measuring skills in a range of contexts and to understand the importance of mathematics in everyday life.

Mathematics is taught daily from years 1 to year 6, with additional mathematics activities taking place through science and topic work wherever possible. Teachers' planning is based upon the National Curriculum and Age Related Expectations. Medium Term Plans (MTPs) give details of the main teaching objectives and define what we teach. Staff use these statements to plan and assess and move children's learning forward.

Lessons on Monday, Tuesday and Wednesday generally focus on number and place value, calculating and fractions, as well as algebra in Year 6. Lessons on Thursday and Friday focus on geometry, measures and statistics. Staff are encouraged to ensure that in each lesson there are opportunities for problem solving, developing number fluency, reasoning mathematically and extending mathematical vocabulary.

## **Science**

The teaching and learning of Science at St Luke's follow National Guidelines in that KS2 have 2 hours per week and KS1 approximately 1.5 hours per week. Early Years access Science through Station time, Project time and Forest Schools. Each year group decides the most appropriate way to deliver the science to ensure that it is relevant and engaging. At the moment this is taught as a stand-alone subject in years 1-6. Links to other subjects are made wherever possible. Skills are taught and embedded over the Key Stage : knowledge teaching is discreet to the Science Topic. Teacher's planning is from our Learner Profile, which mirrors the NC requirements, and assessment to move learning forward is built into sessions.

We strongly encourage independent thinking, questioning and investigation across our curriculum for science; preparing our children to understand the real world in which they live.

A Learner Profile has been developed to ensure progression from Foundation through to Year 6, to meet National expectations, which is based on the National Curriculum for science. The expectations for each topic are based on the skills used and developed in order to become a good scientist. The Learner profile ensures that key scientific skills are developed to enable our aim of making all children see themselves as scientists achievable. Knowledge and understanding is also developed, building on Foundation work continuing to use children's interests and experiences in a non-repetitive way. How work is recorded is dependent on the activity and the enquiry skill focus of the lesson, however any skills related work is recorded in the Science Skills book (green) and any additional work is compiled as part of that topics 'floor book'.

### **ICT & Computing (E-Learning)**

We believe that the implementation of ICT across the whole curriculum will enhance learning experiences for our children which will promote enjoyment, enrichment and develop life skills that will support our children in the 21<sup>st</sup> Century. Distinct ICT skills lessons are taught to develop key skills and introduce new software, which are then revisited, consolidated and applied through the other subject areas. Coverage of the key skills at each stage is mapped across the school to ensure continuity and progression. Through termly talk topics children are taught about safe use of the internet and other communication technologies and SMART rules are explained and displayed in classrooms. Rules around E-safety are then continually highlighted to children and issues are regularly put forward for debate during daily talk topic sessions within classes then continued during lunchtimes as a whole school discussion topic. Ongoing/ larger issues are considered at greater length in family group sessions as and when the need arises.

At St. Luke's we have a wide range of ICT equipment, all of which are available throughout the school during morning sessions for regular daily use in Maths & English lessons. Use of such technologies is negotiated and timetabled within each phase. The children are given tasks to do using software and web applications they are familiar with and using skills already acquired. Children complete the tasks independently then share results, findings etc with the teacher or adult at the end of the session. Work may be saved for later completion or as evidence towards learner profile targets. Planning for foundation subjects also includes opportunities for technology and e-learning, incorporating laptops, iPads, iPod Touches, digital cameras, flip cameras, talk recorders, beebots/probots, log boxes etc. In the afternoon sessions a trolley of laptops is available for ICT skills sessions in each year group at least one afternoon per week, with a half trolley of laptops available to be used by a group within topic sessions to support learning objectives in other subjects, i.e. history, geography, science etc.

### **Religious Education**

Our RE provision is based on the school's trust deed and the guidelines issued by the Lichfield Diocese, through its RE handbook. As a Church of England School, with a strong Christian ethos, most of our RE teaching is centred on the Christian Faith. However, in Early Years children explore world faiths in the context of similarities and differences and in both Key Stage 1 and Key Stage 2, many RE units of study also include direct learning about and comparisons of beliefs, practices and teachings of two other world religions - Sikhism and Islam.

We aim to develop pupils' knowledge and skills across a variety of teaching opportunities; sometimes in discreet RE units and at other times in themed cross curricular work. To ensure progression from Foundation through to Year 6 in accordance with National expectations, we have developed a long term plan which is based on Understanding Christianity and the published scheme of work: Religious Education Guidance 2017 Lichfield Diocese Board of Education.

### **PE & Sports**

To ensure there is progression throughout the school, to meet National expectations, a Learner Profile/Assessment tool has been created for each year group which is adapted from the National Curriculum for Physical Education. The Learner profile ensures that our aim of each child receiving excellent physical education is apparent through key skills being taught and developed whilst continuing to use children's interests and experiences.

EYFS pupils will have access to outdoor play each day, independent physical activities and a teacher led station to support aspects of Physical Development; co-ordination, control, and movement. Key Stage 1 pupils will have a minimum of 2 hours of PE each week to develop their fundamental movement skills through gymnastics, dance and games. In Year 2, OAA will be taught through the Kingswood Residential. Key Stage 2 pupils will have a minimum of 2 hours

each week to further develop a broader range of skills through gymnastics, dance, games, OAA and athletics activities. The skills learnt in these lessons will be transferred into competitive games. All pupils from Year 2 to Year 6 will be taught swimming lessons for one term out of the year, with the exception of targeted Year 5/6 who will have swimming lessons for two terms. Swimming lessons are taught by Colton Hills swimming instructors and ASA Level 1 Qualified Swimming Teachers from St Luke's Primary School.

### **Forest School & Outdoor Learning**

Forest School sessions take place across the school; they are an integral part of our Early Years led by the Early Years teachers and also, Forest School sessions, led by the designated Forest School leader, take place in Years 1, 3 and 5 (one year group per term). The ethos of Forest School allows learners to take ownership of their education while at the same time developing critical thinking, teamwork and collaboration, risk taking skills and much more. Through holistic development of each learner we are able to foster '*resilient, confident, independent and creative learners.*' In addition, the children in these year groups also participate in Gardening Sessions. Years 2, 4 and 6 have the opportunity to participate in a range of residential. Year 2 is local to school, 2 days and an overnight stay; Year 4 is 3 days and 2 overnight stays and Year 6 is 4 days and 3 overnight stays.

### **History and Geography**

History and Geography at St. Luke's are taught as part of a themed curriculum which integrates this subject into topics covering the National Curriculum. Pupils are encouraged to learn skills through a range of activities during the afternoon and are given opportunities to consolidate their learning of key skills through independent learning activities and cross-curricular links. A knowledge and language Learner Profile has been developed with staff, ensuring progression in knowledge, skills, use of specific subject vocabulary and assessment.

### **Art & Design**

Art and Design is taught as part of a themed curriculum where possible, linking to the termly topic. Teachers are responsible for ensuring coverage of the Learner Profile statements and the assessment of pupils' progress (see assessment section below). There are opportunities for teachers to choose whether to teach weekly sessions or as blocks of lessons according to each year group's timetable and needs. Pupils are encouraged to consolidate their learning of key skills through independent learning activities and cross-curricular links.

### **Design & Technology**

Design and Technology is taught as part of a themed curriculum where possible, linking to the termly topic. Teachers are responsible for ensuring coverage of the Learner Profile Statements and the assessment of pupils' progress. There are opportunities for teachers to choose whether to teach weekly sessions or blocks of lessons according to each year groups and needs. Pupils are encouraged to consolidate their learning of key skills through independent learning activities and cross-curricular links.

### **Music**

Music is taught as a discrete subject. We have adopted Charanga music programme for all pupils across the school. However, there are planned opportunities for children to be taught music with links to topics where possible. Teachers are responsible for ensuring coverage of the Learner Profile statements and the assessment of pupil's progress. There are opportunities for teachers to choose whether to teach weekly sessions or as blocks of lessons according to each year group's timetable and needs. Pupils are encouraged to consolidate their learning of key skills through independent learning activities and cross curricular links. The school uses a variety of teaching styles in Music lessons. We do this through a balance of direct teaching and individual/group activities. Teachers share learning objectives (WillBBA) with pupils to encourage them to reflective learners at all stages. Attention is drawn to good examples (WAGOLs) of individual performance as models for the other pupils. Planned opportunities ensure that pupils are encouraged to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them.

### **Foreign Languages**

Foreign Languages at St. Luke's is taught as a discrete subject from Year 3 to 6. At St Luke's, we teach **French** to all children in years 3-6. Foreign Languages is taught either on a weekly basis or in a block of lessons according to how it fits into the term's theme or each year group's timetable. We use learner profiles to plan, assess and monitor progress in the four year groups.

## Topics across the school

The majority of our topics are based primarily around the History and Geography Programmes of Study. However, Art & Design, Music, Design & Technology, PE and ICT objectives are linked as appropriate using the Learner Profiles.

We are in the process of developing a **Curriculum Knowledge and Language Overview** document which will detail how the topics covered across the school link with the different subject areas, in terms of content, knowledge and language, i.e. identifying the key objectives for the different subjects and how they link to each of the termly topics. The grid below shows the History and Geography focuses for each of the topics.

	Autumn	Spring	Summer
<b>Year 1 National Curriculum</b>	<p><b>Best of British</b> <i>History and Geography focus:</i></p> <ul style="list-style-type: none"> <li>To learn about events beyond living memory that are significant nationally or globally: The Great Fire of London and The Gunpowder Plot.</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>To 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</li> <li>To 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.</li> </ul>	<p><b>Let Me Entertain You</b> <i>History focus:</i></p> <p>To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: Victorian toys and present toys and games.</p>	<p><b>Shore to Shore</b> <i>Geography focus:</i></p> <ul style="list-style-type: none"> <li>To understand geographical similarities and differences through studying the human and physical geography of Barmouth and Jamaica.</li> </ul>
<b>St Luke's Curriculum Learner Profiles Statements</b>	<p>IIP b. I can use evidence to answer questions about things that happened in the past. WH b. I can describe historical events. WH c. I can describe significant people from the past. C b. I use words and phrases such as a long time ago, recently, when my parents, decades and centuries. IIPC c. I can use artefacts, pictures, stories, the internet and databases to investigate the past.</p> <p>CG c. I describe what I like and dislike about a place or environment. CG d. I talk about ways to improve the locality. IPL g. I use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. IPT d. I can identify land use around the school. IPT i. I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>IIP c. I can use artefacts, pictures, stories, the internet and databases to investigate the past. C b. I recognise the difference between the past and the present. C e. I can label timelines with words or phrases such as past, present, older and newer. C f. I can recount changes that have happened in my life. WH c. I can describe significant people from the past COM b. I use words and phrases such as; a long time ago, recently, when my parents /carers were children, years, decades and centuries to describe the passing of time.</p>	<p>IPL d. I ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). IPL e. I identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. IPL h. I use aerial images and plan perspectives to recognise landmarks and basic physical features. IPT c. I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. CG e. I use basic geographical vocabulary to refer to: <b>Key physical features</b>, including; beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. CG f. I use basic geographical vocabulary to refer to: <b>Key human features</b>, including: city, town, village, factory, farm, house, office and shop.</p>

<p style="text-align: center;"><b>Year 1 Knowledge</b></p>	<ul style="list-style-type: none"> <li>• The Great Fire of London is a significant event that took place in 1666.</li> <li>• The fire started in a bakery on Pudding Lane and lasted for 5 days.</li> <li>• Samuel Pepys wrote a diary about the Great Fire of London.</li> <li>• Guy Fawkes is a significant person from the past that tried to blow up the Houses of Parliament in 1605.</li> <li>• We celebrate Bonfire Night each Year on 5<sup>th</sup> November to remember that The Gunpowder Plot failed.</li> <li>• The local area that surrounds St Luke's is called Blakenhall.</li> <li>• Blakenhall is an area within the city of Wolverhampton.</li> <li>• The United Kingdom is a union of four countries.</li> <li>• The United Kingdom is made up of four countries: England, Wales, Scotland and Northern Ireland.</li> <li>• Edinburgh is the capital city of Scotland</li> <li>• Cardiff is the capital city of Wales.</li> <li>• Belfast is the capital city of Northern Ireland.</li> <li>• The southern part of Ireland is an independent country and is not part of the United Kingdom.</li> <li>• London is the capital city of England.</li> <li>• The seas that surround the UK are: North Sea, Irish Sea, English Channel and Atlantic Ocean.</li> <li>• Physical features happen naturally, and Human features are created by humans.</li> </ul>	<ul style="list-style-type: none"> <li>• Old toys were often made of wood.</li> <li>• Modern toys are often made of plastic.</li> <li>• Old toys were usually made by hand.</li> <li>• New toys are usually made by machines.</li> <li>• Toys were invented hundreds of years ago.</li> <li>• Toys have developed and changed over time, as new materials have been used and new technologies have become available.</li> <li>• Many toys have been around for hundreds of years, but the way they look and how they have been made has changed over the years.</li> <li>• Teddy bears were named after an American President called Theodore Roosevelt.</li> </ul>	<ul style="list-style-type: none"> <li>• Barmouth is a small area in the United Kingdom.</li> <li>• Barmouth is a small coastal town in North Wales.</li> <li>• Barmouth is a popular seaside resort.</li> <li>• Barmouth is surrounded by hills and mountains.</li> <li>• Jamaica is an island in the Caribbean.</li> <li>• The capital of Jamaica is Kingston.</li> <li>• Jamaica is a mountainous island</li> <li>• Human and physical features identified for Barmouth and Jamaica.</li> <li>• Landmarks and physical features identified on aerial images.</li> <li>• The shore is the land along the edge of the sea.</li> <li>• Features that are similar in both places identified.</li> <li>• Features that are different in both places identified.</li> </ul>
<p style="text-align: center;"><b>Year 1 Language</b></p>	<p>Government, Confessed, Plotted, Religion, Executed, Parliament, Barrels, Explosion, Cellar, Gunpowder Capital city, country, continent. town, village, England, Northern Ireland, Scotland, Wales, London, Cardiff, Belfast, Edinburgh, Wolverhampton, Blakenhall, North Sea, English Channel. Irish Sea. Mountains: Ben Nevis, Snowdon, Scafell Pike.</p>	<p>Past, present, now, then, modern, decade, recent, old fashioned, Victorian, dull, fragile, faded, damaged, shiny, colourful, rusty, timeline, clockwork, electronic, porcelain, handmade, factory, console, batteries, entertainment,</p>	<p>Beach, seaside, road, building, park, school, church, city, village, cliff, forest, hill, mountain, sea, ocean, river, valley, weather, factory, farm, house, office, port, harbour, cliff, shop, hot, cold, sand dunes,</p>
<p style="text-align: center;"><b>Year 1 EXPERT/ Key Person Who is important?</b></p>	<p>Guy Fawkes, Samuel Pepys</p>	<p>Mrs Beeston- to show a collection of old toys Punch and Judy Show &amp; Children's Entertainer</p>	<p>Visit Barmouth Beach</p>

<p style="text-align: center;"><b>Year 2 National Curriculum</b></p>	<p><b>I need a hero!</b> <i>History focus:</i> To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods focussing on Florence Nightingale, Mary Seacole and Edith Cavell and Douglas Morris Harris, a local war hero.</p>	<p><b>Whatever the Weather</b> <i>Geography focus:</i></p> <ul style="list-style-type: none"> <li>To name and locate the world's seven continents and five oceans</li> <li>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<p><b>The 'Wander' of Wolves</b> <i>History and Geography focus:</i></p> <ul style="list-style-type: none"> <li>To learn about significant historical events, people and places in their own locality.</li> <li>To 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.</li> <li>To use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</li> <li>To use simple fieldwork and observational skills to study the geography of their local area.</li> </ul>
<p style="text-align: center;"><b>St Luke' s Curriculum Learner Profiles Statements</b></p>	<p>IIP d. I observe or handle evidence to ask questions and find answers to questions about the past. IIP e. I can use artefacts, pictures, stories, the internet and databases to investigate the past. IIP f. I identify some of the different ways in which the past has been represented. C g. I can use dates where appropriate. WH d. I recognise that there are reasons why people in the past acted as they did. COM c. I show an understanding of the concept of nation and a nation's history. COM d. I show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>	<p>IPL f. I use world maps, atlases and globes to identify (<i>the United Kingdom and its capitals, as well as the countries,)</i> continents and oceans studied. IPL j. I can name and locate the world's continents and oceans. IPT e. I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>C e. I can label timelines with words or phrases such as past, present, older and newer. C f. I can recount changes that have happened in my life. WH c. I can describe significant people from the past. IPL h. I use aerial images and plan perspectives to recognise landmarks and basic physical features. IPL i. I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. CG g. I can use compass directions (north, south, east and west) and locational language (e.g., near and far) to describe the location of features and routes on a map. CG h. I can devise a simple map; and use and construct basic symbols in a key using simple grid references. CG i. I give my views on an environment or locality.</p>
<p style="text-align: center;"><b>Year 2 Knowledge</b></p>	<p>Florence Nightingale</p> <ul style="list-style-type: none"> <li>She helped in the Crimean war in 1853.</li> <li>She was known as 'Lady with the Lamp' for helping soldiers.</li> <li>Florence founded the new way of modern nursing. She made hospitals much cleaner places and by training nurses.</li> </ul> <p>Mary Seacole</p> <ul style="list-style-type: none"> <li>Mary was a mixed-race British-Jamaican woman who overcame racial prejudice to help others.</li> <li>In 1855 Mary, against all odds, made it to the Crimean war and set her own hospital called 'The British Hotel'.</li> <li>Mary cared for and treated the injured soldiers with her herbal remedies.</li> </ul> <p>Edith Cavell</p>	<ul style="list-style-type: none"> <li>The earth is made up of land and sea.</li> <li>The land is thought of in different regions that we call continents. There are 7 continents.</li> <li>The sea is thought of in different regions that we call oceans. There are 5 oceans.</li> <li>Hotter places are those nearer to the equator.</li> <li>Colder places are those further away from the equator.</li> <li>Human and Physical features of countries.</li> <li>To know compass points, North, South, East and West.</li> </ul>	<ul style="list-style-type: none"> <li>Wolves founded at St Lukes in 1877</li> <li>Wolverhampton was named after Lady Walfruna</li> <li>Billy Wright was a famous Wolves Captain</li> <li>Changes in Blakenhall in their lifetime</li> <li>use aerial images and plan perspectives to recognise landmarks and basic physical features such as School, Town</li> <li>Capital city of England is London</li> <li>Capital City of Wales is Cardiff</li> <li>Capital City of Scotland is Edinburgh</li> <li>Capital City of N.Ireland is Belfast</li> <li>Seas- Atlantic Ocean, Pacific Ocean, Arctic, Indian, Southern.</li> </ul>



	<ul style="list-style-type: none"> <li>• Edith helped soldiers no matter what side they fought for</li> <li>• In 1914 World War 1 began and Edith travelled to help the soldiers and worked in the Red Cross Hospital</li> <li>• She helped the soldiers escape the war and was sentenced to death because of this.</li> <li>• Remembrance Day</li> <li>• Commemorates the date and time the First World War ended. It finished on 11th November 1918 at 11 a.m. It has been an annual memorial day since 1919.</li> <li>• Remembrance Sunday is the second Sunday in November</li> <li>• On Remembrance Day and Remembrance Sunday, there is a two minute silence at 11 a.m. The silence is to remember the people who have died at war.</li> <li>• Many people go to a cenotaph to lay a wreath of poppies.</li> <li>• Poppies are worn on Remembrance Day because they are the flowers which grew on the battlefields after the First World War ended.</li> </ul>		<ul style="list-style-type: none"> <li>• Able to devise a simple map; and use and construct basic symbols in a key using simple grid references of our local area</li> </ul>
<p style="text-align: center;"><b>Year 2 Language</b></p>	<p>Hero, emergency services, Firefighter, Police Officer, Nurse, Doctor, Paramedic, war, peace, remembrance, memorial, cenotaph, commemorate, soldier, veteran, statue, WWI, nation,</p>	<p>Land, Continents, Countries, North, South, Poles, Polar regions, equator, weather, temperature, hot, cold, climate, climate zones, Arctic, Antarctic, North America, South America, Europe, Asia, Oceania, Australasia, Ocean, Sea, Arctic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean, Atlantic Ocean, Shallow, Deep, Explorer, human, physical, desert, river, mountain, sea level, cities, route, journey, compass, sphere, spherical</p>	<p>Different, similar, roads, buildings, map, aerial photograph, land, land use, settlement, human features, population, physical features, increase, decrease, change, city, town, city centre, FC, league, Wonder/Wander, stadium, badge,</p>
<p style="text-align: center;"><b>Year 2 EXPERT/ Key Person Who is important?</b></p>	<p>Douglas Morris-Harris Florence Nightingale Mary Seacole Edith Cavell Fire Service/ Nurses</p>	<p>Carol Kirkwood Alex Beresford Shefali Oza</p>	<p>Billy Wright Wolves Foundation</p>

<p><b>Year 3</b> <b>National Curriculum</b></p>	<p><b>Yabba Dabba Doo!</b> <i>History focus:</i></p> <ul style="list-style-type: none"> <li><b>To learn about changes in Britain from the Stone Age to the Iron Age</b> Including: <ul style="list-style-type: none"> <li>□ late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</li> <li>□ Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>□ Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> </li> </ul>	<p><b>Phunky Pharoahs</b> <i>History focus:</i></p> <p>To learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt</p>	<p><b>Bostin' ay it!</b> <i>History and Geography focus:</i></p> <ul style="list-style-type: none"> <li>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</li> <li>To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere.</li> <li>To understand geographical similarities and differences through the study of human and physical geography of a region of the <b>United Kingdom</b>: The Black Country.</li> <li>human geography, including: the distribution of natural resources including energy, food, minerals and water linking to the canal system and Black Country museum.</li> <li>To do a local history study of the Black Country with a focus on the Black Country Museum site that is significant in the locality dating from beyond 1066.</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
<p><b>St Luke's Curriculum</b> <b>Learner Profiles</b> <b>Statements</b></p>	<p>IIP.g.I use evidence to find answers to questions about the past. IIP. h.I can suggest suitable sources of evidence for historical enquiries IIP. i.I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. C. h.I can place events, artefacts and historical figures on a time line using dates. C. i.I can understand the concept of change over time, representing this, along with evidence, on a timeline. C. j.I can use dates and terms to describe events. WH.f.I can give a broad overview of life in Britain.</p>	<p>IIP. g.I use evidence to find answers to questions about the past. IIP. h.I can suggest suitable sources of evidence for historical enquiries IIP. i.I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. C. j.I can use dates and terms to describe events. WH. h.I can describe the social, ethnic, cultural or religious diversity of past society. WH. i.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p>	<p>IIP. k.I can suggest causes and consequences of some of the main events and changes in history. C. h.I can place events, artefacts and historical figures on a time line using dates. C. i.I can understand the concept of change over time, representing this, along with evidence, on a timeline. WH. e.I can describe changes that have happened in the locality of the school throughout history. IPL. k.I ask and answer geographical questions about the physical and human characteristics of a location. IPL. l.I can explain my own views about locations, giving reasons. IPL. m.I use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>

	<p>WH. i.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>COM. e.I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>COM. f.I use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>COM. e.I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p> <p>IPL. k.I ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>IPL. m.I use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>IPL. n.I use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>IPL. o.I use a range of resources to identify the key physical and human features of a location.</p> <p>IPT. h.I can describe how the locality of the school has changed over time.</p> <p>CG. j.I can describe key aspects of: <b>physical geography</b>, including: rivers, mountains</p> <p>CG. k.I can describe key aspects of: <b>human geography</b>, including settlements and land use economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>CG. m.I recognise that people seek to improve and sustain environments.</p>
<b>Year 3 Knowledge</b>	<ul style="list-style-type: none"> <li>• Prehistory is the time before written records existed.</li> <li>• Stone Age, Iron Age, Bronze Age chronology</li> <li>• 750BC Iron Age began.</li> <li>• 2000BC Bronze Age began and Stonehenge completed.</li> <li>• 3000BC New Stone Age begins (Neolithic)</li> <li>• Hunter gathering was the main source of food in the Stone Age which developed into farming</li> <li>• Archaeologists find out about prehistoric times through artefacts found in the ground.</li> <li>• B.C and A.D.</li> <li>• The importance of Stonehenge.</li> <li>• The significance of the Beaker People.</li> <li>• Iron Age hillforts were built.</li> </ul>	<ul style="list-style-type: none"> <li>• The Egyptian period lasted from c. 3000B.C. – 30B.BC.</li> <li>• The River Nile is the longest river in the world.</li> <li>• Egypt is in the continent of Africa.</li> <li>• The pyramids were built as tombs for the kings.</li> <li>• Explain the stages of mummification</li> <li>• Pharaoh Tutankhamun rules Egypt 1136-1327BC.</li> <li>• Tutankhamun and the discovery of his tomb by Howard Carter</li> <li>• The Egyptians worshipped many gods and believed in an afterlife.</li> </ul>	<ul style="list-style-type: none"> <li>• The location of the Black Country.</li> <li>• Why it's called the Black country and that it's made up of Wolverhampton, Dudley, Sandwell and Tipton.</li> <li>• Use maps on varying scales to determine the land use in the Black Country.</li> <li>• Use maps from different ages to understand development of settlements over time.</li> <li>• To understand the importance of industry in the Black Country.</li> <li>• To know that the canals and railways were used to transport coal, iron and steel around the rest of the country.</li> <li>• To know what mining was like (trip)</li> <li>• To know what Victorian children did at school.</li> <li>• Queen Victoria was Queen during Victorian times (1837-1901)</li> </ul>
<b>Year 3 Language</b>	<p>Prehistoric , Hunter-gatherer, Palaeolithic, Farmers Mesolithic Woolly mammoth Neolithic Archaeologist Stone Age Beaker people Skara Brae Stonehenge Iron Age Culture Bronze Age Cave Paintings evidence Primary sources Secondary sources Period/era/year.</p>	<p>Irrigation mummification tomb canopic jar Hieroglyphics desert coffin tomb modern Nile plough civilisation pharaoh pyramid B.C. A.D. sarcophagus fertile soil chronology chronological order archaeologist Tutankhamun.</p>	<p>World Country County Continent Area Near Far Now Then Past Before land use canals Industry Victorian Coal barge Iron Transport Black Country mining Industrialisation Residential Industrial Road network Ordnance survey.</p>
<b>Year 3 EXPERT / Key Person</b>	<p>TIMEZONE</p>	<p>Birmingham Museum and Art Gallery workshops.</p>	<p>Black Country Museum: school workshop, mining workshop.</p>

<p style="text-align: center;"><b>Year 4 National Curriculum</b></p>	<p style="text-align: center;"><b>Rome to Rio!</b></p> <p><i>Geography focus:</i></p> <ul style="list-style-type: none"> <li>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> <li>To understand geographical similarities and differences through the study of human and physical geography of Rome and Rio.</li> </ul>	<p style="text-align: center;"><b>Come on over to Maya place!</b></p> <p><i>History focus:</i></p> <p>To learn about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900.</p>	<p style="text-align: center;"><b>Romans, what have they done for us?</b></p> <p><i>History focus:</i></p> <ul style="list-style-type: none"> <li><b>To learn about the Roman Empire and its impact on Britain</b></li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>The Roman Empire and the Roman invasion of Britain.</li> <li>Julius Caesar and the establishment of the Roman Empire in Britain.</li> <li>Claudius and the role of the Britons and the Celts .</li> <li>The Romanisation of Britain: culture and beliefs; buildings and technology.</li> </ul>
<p style="text-align: center;"><b>St Luke' s Curriculum Learner Profiles Statements</b></p>	<p>IPL k.I ask and answer geographical questions about the physical and human characteristics of a location.  IPL l.I can explain my own views about locations, giving reasons.  IPL m.I use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  IPL o.I use a range of resources to identify the key physical and human features of a location.  IPL q.I can name and locate the countries of Europe and identify their main physical and human characteristics.  IPT g.I can describe geographical similarities and differences between countries.  CG j.I can describe key aspects of: <b>physical geography</b>, including: rivers, mountains  CG k.I can describe key aspects of: <b>human geography</b>, including settlements and land use economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.  CG m.I recognise that people seek to improve and sustain environments.  IPT f.I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, I can describe some of the characteristics of these geographical areas.</p>	<p>IIP g.I use evidence to find answers to questions about the past.  IIP k.I can suggest causes and consequences of some of the main events and changes in history  IIP h.I can suggest suitable sources of evidence for historical enquiries  C j.I can use dates and terms to describe events.  WH g.I can compare some of the times studied with those of other areas of interest around the world.  WH h.I can describe the social, ethnic, cultural or religious diversity of past society.  WH i.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.  COM e.I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.  COM f.I use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</p>	<p>IIP g.I use evidence to find answers to questions about the past.  IIP h.I can suggest suitable sources of evidence for historical enquiries  IIP i.I can use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.  IIP j.I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  IIP k.I can suggest causes and consequences of some of the main events and changes in history.  C h.I can place events, artefacts and historical figures on a time line using dates.  C j.I can use dates and terms to describe events.  WH f.I can give a broad overview of life in Britain.  WH h.I can describe the social, ethnic, cultural or religious diversity of past society.  WH i.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.  COM e.I use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.  COM f.I use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>

<p style="text-align: center;"><b>Year 4 Knowledge</b></p>	<ul style="list-style-type: none"> <li>To know the difference between human and physical features of a country</li> <li>Rome is in Italy and Italy is in Europe</li> <li>Rio is in Brazil and Brazil is in South America</li> <li>*Rainforest in Brazil is called the Amazon</li> <li>similarities and differences in Rome and Rio</li> <li>a famous landmark in Rio and Rome</li> <li>climate in Rio and Rome</li> </ul>	<ul style="list-style-type: none"> <li>Rome was founded in 753BC</li> <li>As Rome grew, the Roman Empire came into being and eventually conquered the majority of Europe and parts of North Africa</li> <li>The Roman army played a large part in the expansion of the empire due to the technical ability and weaponry/equipment</li> <li>There were 4 invasion attempts of Britannia (55/54BC Julius Caesar; AD40 Caligula; AD43 Claudius – only one successful)</li> <li>Boudicca unsuccessfully fought back against the Romans in AD60</li> <li>Roman culture established and spread around Britannia bringing inventions/ technologies/ culture: aqueduct, bathhouses, leisure activities, roads</li> <li>Compare and contrast Roman Villas with Celtic Roundhouse</li> </ul>	<ul style="list-style-type: none"> <li>Maya civilisation originated in Mesoamerica around 2000BC</li> <li>They developed their own writing and number system which was considered advanced for their time</li> <li>They worshiped many gods</li> <li>Popul Voh (Maya creation story including the hero twins)</li> <li>Maya clothing and how different people wore different clothes (headdresses for tribal leaders, loin cloths for working men)</li> <li>Maya food and what they grew and ate – including how they used cacao as a precursor to chocolate</li> <li>Use photographs of Palenque to explore the past</li> <li>Spanish explorers (and Aztecs) led to the demise of the Maya civilisation</li> </ul>
<p style="text-align: center;"><b>Year 4 Language</b></p>	<p>Country, continent, city, Europe, location, Rome, Rio, Italy, Brazil, America, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics, Arctic and Antarctic</p> <p>Human and physical characteristics time zones Greenwich Mean Time, rainforest, climate, export, import, currency, population, agriculture, trade, vegetation</p>	<p>Rome, Roman Empire, Britannia, Gaul, Celts, aqueduct, basilica, coliseum, bathhouse, palestra, caldarium, tepidarium, frigidarium, strigil, auxiliaries, legionnaires, conquer, invasion, BC, AD, Julius Caesar, Caligula, Claudius, Boudicca, Londinium, villa, mosaic, archaeologist, legacy,</p>	<p>Mesoamerica, vigesimal number system, lithography John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque, hieroglyphs, syllabogram, logogram, codex, cacao, maize, Popul Voh, hero twins, pyramid, stelae, priest, headdress,</p>
<p style="text-align: center;"><b>Year 4 EXPERT/ Key Person Who is important?</b></p>	<p>Botanical Gardens</p> <p>Workshops led by staff – animal fun with rainforest animals; rainforest treasure hunt</p>	<p>Wroxeter Roman Town : English Heritage</p> <p>Workshops led by staff at Wroxeter – impact romans had on area and a tour of the bathhouse</p>	<p>Cadbury World Museum</p> <p>Self led tour around Cadbury – staff share their knowledge at appropriate points</p> <p>Workshop led by museum – Mayan society</p>

<p style="text-align: center;"><b>Year 5 National Curriculum</b></p>	<p><b>Keep Calm and Carry On!</b> <i>History focus:</i> <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> Key events of World War II and its impact on migration within the Commonwealth after the war and how it has influenced the social demographic of our local area and the country as a whole including Windrush and significant individuals within our community.</p>	<p><b>It's all Greek to me</b> <i>History focus:</i> Ancient Greece – a study of Greek life and achievements and their influence on the western world  <i>Geography focus:</i> Explore and describe how the physical features of Greece affected the human activity in the area at the time</p>	<p><b>River Deep, Mountain High!</b> <i>Geography focus:</i></p> <ul style="list-style-type: none"> <li>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li><b>physical geography</b>, including: rivers, mountains, volcanoes and the water cycle</li> <li><b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
<p style="text-align: center;"><b>St Luke' s Curriculum Learner Profiles Statements</b></p>	<p>IIP l.l can use sources of evidence to deduce information about the past. IIP m.l can select suitable sources of evidence, giving reasons for choices. IIP o.l seek out and analyse a wide range of evidence in order to justify claims about the past. C k.l identify change and continuity within and across different periods. C l.l identify where periods I have studied fit within a chronological framework. C m.l can describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural) C n.l can identify periods of rapid change in history and contrast them with times of relatively little change. WH k.l can give a broad overview of life in Britain and some major events from the rest of the world. COM g.l use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. COM h.l use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. <b>Challenge</b> IIP p.l show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. IIP q.l understand that no single source of evidence gives the full answer to questions about the past.</p>	<p>IIP l.l can use sources of evidence to deduce information about the past. IIP o.l seek out and analyse a wide range of evidence in order to justify claims about the past. C k.l identify change and continuity within and across different periods. C l.l identify where periods I have studied fit within a chronological framework. C m.l can describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural) COM g.l use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. COM h.l use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. <b>Challenge</b> IIP q.l understand that no single source of evidence gives the full answer to questions about the past. C o.l recognise and describe change and continuity representing them, along with evidence, on a timeline. C p.l can use dates and terms accurately in describing events WH m.l can describe the social, ethnic, cultural or religious diversity of past society. WH n.l can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p>	<p>IPL r.l use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. I record the results in a range of ways. - Fieldwork – Wildside or Kingswood (Squirrel) IPL s.l can identify and describe how the physical features affect the human activity within a location. IPL t.l use a range of geographical resources to give detailed descriptions and opinions of the characteristics features of a location. IPL P.l can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including, mountains, cities, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. <b>Challenge</b> IPL x.l can name and locate some of the countries and cities of the world and identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. CG s.l show an awareness of the idea of sustainable development. CG t.l recognise the range of views people hold about environmental interaction and change.</p>

	<p>C o.I recognise and describe change and continuity representing them, along with evidence, on a timeline.</p> <p>C p.I can use dates and terms accurately in describing events</p> <p>WH n.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>COM i.I use original ways to present information and ideas.</p> <p><b>Challenge</b></p> <p>IPL v.I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).</p> <p>CG r.I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>COM i.I use original ways to present information and ideas.</p> <p>IPL s.I can identify and describe how the physical features affect the human activity within a location.</p> <p>IPT i.I understand some of the reasons for geographical similarities and differences between countries.</p> <p>CG o.I can describe and understand key aspects of: <b>human geography</b>, including settlements, land use.</p> <p><b>Challenge</b></p> <p>IPT m.I can describe how countries and geographical regions are interconnected and interdependent.</p>	
<p><b>Year 5 Knowledge</b></p>	<ul style="list-style-type: none"> <li>Describe some of the reasons WW2 started, including who the axis and the allies were.</li> <li>Describe what the commonwealth is and be able to recall who is involved.</li> <li>Explain the concept and purpose of propaganda and give examples</li> <li>Describe a significant event or turning point of WW2 – The Blitz</li> <li>Describe the post war landscape in Britain, including the impact of Windrush</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greek period 800BC -146BC</li> <li>What the Ancient Greeks did for us: philosophy, mathematics, astronomy, and medicine. Ancient Greek thinkers made big discoveries. Pythagoras found ways to measure and describe shapes that we still use in maths today. Aristotle studied plants, animals and rocks. He devised experiments to find out about the world we live in. Modern scientists do the same kind of thing. Herodotus wrote a history of the Greeks. He based this on eyewitness reports, something today's historians also try to do. Socrates and Plato were philosophers. They asked, "What is a good life?" and "How do we think?" Philosophers in our time also try to answer these questions.</li> <li>Literature and theatre was an important aspect of Greek culture and influenced modern drama.</li> <li>The Greeks were known for their sophisticated sculpture and architecture: Parthenon, temple of Athena,</li> <li>Greek culture influenced the Roman Empire and many other civilizations, and it continues to influence modern cultures today – examples include Democracy (although very different today), Sport (The Olympic Games) and</li> <li>Ancient Greek chronology – What else was happening in other areas of the world during this period. Click Link - <a href="#">Map of World at 500BC   TimeMaps</a></li> <li>How the Geography of Greece directly impacted the political structure.</li> <li>Ancient Greek beliefs and Values.</li> <li>Similarities and differences between Ancient Greek City States.</li> </ul>	<ul style="list-style-type: none"> <li>Structure/ construction/cause of a mountain</li> <li>Structure/ construction/cause of a river</li> <li>How to read a mountain map / River map (height/length).</li> <li>Name UK counties.</li> <li>Name 3 UK Rivers – Thames, Severn, Trent.</li> <li>Name 3 UK mountains – Snowdon, Scafell Pike, Ben Nevis.</li> <li>Name geographical regions: Peak District, Lake District, Grampian Mountains, Snowdonia.</li> <li>To measure the different points of a river (speed/width)- Fieldwork</li> <li>To explain the water cycle.</li> <li>Challenge</li> <li>Name European Mountain ranges: The Alps (France, Italy, Austria, Switzerland / Pyrenees France and Spain.</li> <li>Name cities of the world including; Paris, New York, Los Angeles, Sydney, Hong Kong, Rome, Rio de Janeiro.</li> </ul>

**Year 5 Language**

air raid  
 air raid drill  
 air raid shelter  
 Allies  
 allotment  
 atomic bomb  
 Axis Powers  
 blackout  
 Blitz  
 British Empire  
 censorship  
 civilians  
 Commonwealth  
 concentration camp  
 coupons  
 D-Day  
 evacuee  
 factories  
 Forces  
 gas mask  
 Adolf Hitler  
 Holocaust  
 host family  
 invaded  
 Jews  
  
 liberate  
 Nazi  
 occupied  
 prime minister  
 prisoners of war  
 propaganda  
 rationing  
 refugee  
 siren  
 slogan  
 telegram  
 Underground  
[Download | Teaching Resources \(tes.com\)](https://www.tes.com)

Chronological. Periods of history. Ancient India. Ancient China. Ancient Egypt. Mesopotamia. Democracy. Civilisation. Tyrant. Battle of Marathon. Persian. Primary source/ Secondary source.

Economic. Population. Distribution. Migration. Trade. Islands. City State. Monarchies / Oligarchies / Tyrannies / Democracies. Interconnected / Independent.

**Greeks**

Zeus	Spartan	Nouns	Adjectives	Verbs
imposing	fitness	Hades	civilised	invade
immortal	military	Sparta	primitive	conquer
thunder	fearless	Zeus	united	honour
lightning	discipline	Hera	aristocratic	drape
titans	toughness	Xerxes	provocative	battle
Olympus	phalanx	Paris	ancient	reside
Hera	excellence	Archimedes	religious	defeat
mortals	Leonidas	Parthenon	cultural	sacrifice
revered	exercise	Mount Olympus	ruthless	encounter
merciful	rigorous	Aphrodite	artistic	crush

Mountains, coast, volcanoes, rivers, water cycle, evaporation. Bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, mouth, salt water, silt, source, stream, tidal river, tributary, upstream, watershed, Mountain, valley, range, height, contour, foot, slope, summit, snow line, tree line, outcrop, face, ridge, peak, plateau mountain, plateau. Volcanic mountain, climate. Development

**Plastic pollution**

Plastic	Affected	Danger	Adjectives	Verbs
bottle	sea birds	hazard	microscopic	protect
micro-bead	fish	pollutant	durable	clean
carrier bag	algae	pollution	useful	save
food wrapping	humans	damaging	nuisance	remove
flip flops	whales	toxic	impossible	recycle
straws	dolphins	debris	unsustainable	consume
balloon	crabs	suffocate	disgusting	gather
netting	turtles	starvation	preventable	educate
tyres	sea life	garbage	widespread	ingest
tubs and trays	everyone	infested	polluted	swallow

**Rivers**

Thames	Nile	Noun	Adjectives	Verbs
London	Africa	source	microscopic	travel
bridges	Egypt	erosion	durable	purify
islands	6,695km	tide	useful	meet
London Eye	4,160 miles	sea	nuisance	engulf
346km	Mediterranean	dam	impossible	plunge
215 miles	longest	current	unsustainable	collect
pollution	fertile	mudflats	disgusting	erode
salty	lakes	river bank	preventable	deposit
capital	papyrus	stream	widespread	fill
North Sea	flood plain	meander	polluted	rise

**Mountains**

Edmund Hillary	Mt. Everest	Nouns	Adjectives	Verbs
explorer	mountain	mountaineer	magnificent	ascend
first	highest	climber	sheer	prevail
influential	29,029ft	piste	imposing	perish
inspiration	Holy Mother	disaster	volcanic	endure
Himalayas	K2	Tenzing Norgay	inaccessible	climb
Khumbu Icefall	290 deaths	ascent	impassable	cripple
beekeeper	blizzard	record	beautiful	mount
summit	avalanche	peak	picturesque	conquer
Sherpa	base camp	weather	snow-capped	emaciate
humble	climbing	equipment	royal	persist

**Year 5 EXPERT/  
Key Person  
Who is important?**

Adolf Hitler, Winston Churchill, Neville Chamberlain,

Timezone  
 Gods, Plato, Archimedes, Pythagoras, Homer, Plato, Aristotle, Socrates

Carding Mill Valley National Trust Guides.



<b>Year 6 National Curriculum</b>	<p style="text-align: center;"><b>Vicious Vikings: Savage Saxons?</b></p> <p><i>History focus</i></p> <ul style="list-style-type: none"> <li>• <b>Britain's settlement by Anglo-Saxons and Scots</b> Including: <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>• Lindisfarne</li> </ul> </li> </ul> <p><i>History focus</i></p> <ul style="list-style-type: none"> <li>• <b>To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> Including: <ul style="list-style-type: none"> <li>• Viking raids and invasion; Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danelaw</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and Battle of Hastings in 1066.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Here, There and Everywhere!</b></p> <p><i>Geography focus:</i></p> <ul style="list-style-type: none"> <li>• To name and locate counties and cities of the United Kingdom, geographical regions</li> <li>• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• To 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 (including day and night)</li> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• To understand geographical similarities and differences through the study of human and physical geography of Wolverhampton and the Black Country (Y3), Rome and the surrounding area (Y4), and California (Y6).</li> </ul>
<b>St Luke's Curriculum Learner Profiles Statements</b>	<p>IIP l.I can use sources of evidence to deduce information about the past. IIP m.I can select suitable sources of evidence, giving reasons for choices. IIP n.I can use sources of information to form testable hypotheses about the past IIP o.I seek out and analyse a wide range of evidence in order to justify claims about the past. C k.I identify change and continuity within and across different periods. C l.I identify where periods I have studied fit within a chronological framework. C m.I can describe the main changes in a period of history (using terms such as; social, religious, political, technological and cultural) WH k.I can give a broad overview of life in Britain and some major events from the rest of the world. COM g.I use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. COM h.I use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. <b>Challenge</b> IIP q.I understand that no single source of evidence gives the full answer to questions about the past. C o.I recognise and describe change and continuity representing them, along with evidence, on a timeline. C p.I can use dates and terms accurately in describing events. WH m.I can describe the social, ethnic, cultural or religious diversity of past society. WH n.I can describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children. COM i.I use original ways to present information and ideas.</p>	<p>IPL t.I use a range of geographical resource to give detailed descriptions and opinions of the characteristics features of a location. IPL u.I collect and analyse statistics and other information in order to draw clear conclusions about locations IPT i.I understand some of the reasons for geographical similarities and differences between countries. IPT j.I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). CG n.I can describe and understand key aspects of: <b>physical geography</b>, including: climate zones, biomes and vegetation belts, earthquakes. CG q.I offer reasons for my own views about environmental change and I recognise that other people may hold different views. CG p.I can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard OS symbols) to communicate knowledge of the United Kingdom and the world. <b>Challenge</b> IPL w.I can name and locate the countries of North and South America and identify their main physical and human characteristics.</p>

<p style="text-align: center;"><b>Year 6 Knowledge</b></p>	<ul style="list-style-type: none"> <li>Romans withdrew from Britain in c. AD 410 and the fall of the Western Roman Empire.</li> <li>Anglo-Saxon period from AD 410 to 1066</li> <li>Viking period 793 AD to 1066.</li> <li>Know the countries the Angles, Saxons and Jutes came from ie Germany, Denmark, Netherlands. They arrived in wooden boats because their homelands were flooded.</li> <li>Names of the Anglo-Saxon Kingdoms: Wessex, Sussex, Essex, Mercia, Northumbria, East Anglia and the origins of these place names. West Saxons, South Saxons etc.</li> <li>AD 793 Vikings attack Lindisfarne from Norway.</li> <li>Vikings were invaders and settlers.</li> <li>York was a Viking settlement.</li> <li>886 Alfred, King of Wessex, agrees a treaty with Vikings to divide England known as Danelaw.</li> <li>King Alfred was the first king of England</li> <li>Edward the Confessor was an Anglo-Saxon King of England. He was the last king from the House of Wessex. He is remembered as a pious ruler who was resourceful and energetic.</li> <li>1066 William the Conqueror becomes King after the Battle of Hastings.</li> </ul>	<ul style="list-style-type: none"> <li>Label a world map with a focus on the countries and main cities of Europe, Russia, North and South America.</li> <li>Three main climate zones: polar, temperate, tropical.</li> <li>Identify main environmental regions ie tundra, desert, savanna, rainforest, deciduous forest.</li> <li>The Mojave Desert is said to be one of the smallest deserts in North America. The Mojave Desert is largely located in California</li> <li>Know latitude and longitude can help to identify specific locations.</li> <li>Identify key landmarks in North America: what city is at approximately 30°N, 90°W (New Orleans, Louisiana) and what city is at approximately 40°N, 105°W (Denver, Colorado).</li> <li>Describe Equator and its significance in relation to proximity to sun and temperature.</li> <li>Describe Northern and Southern Hemisphere on a globe, map and know in which hemisphere countries are located ie UK, Italy, Denmark, Norway, Brazil.</li> <li>Understand time zones and Greenwich meantime.</li> <li>Know main cities in state of California: Los Angeles, San Diego, San Francisco.</li> <li>Sierra Nevada Mountain range, Mount Whitney (highest point in USA) Death Valley (lowest point in USA).</li> <li><u>California</u> is the USA's most populous state with almost 40,000,000 residents.</li> <li>San Andreas fault and effect of earthquakes in California.</li> <li>Drought leading to wild fires and flooding due to rising sea levels are biggest environmental threat.</li> <li>Land used for farming and settlements.</li> <li>Almonds are the biggest export (in dollars), followed by dairy products, wine, table grapes, cotton, walnuts, pistachios and rice.</li> <li>Use 6 figure grid references to locate specific places using a key.</li> </ul>
<p style="text-align: center;"><b>Year 6 Language</b></p>	<p>Time period, era, chronology, continuity, legacy  Vikings, Anglo-Saxons, invade, settle, conquer  Longboat, thatched house, settlement  Scandinavia, Denmark, Sweden, Norway  Lindisfarne, monastery, raids  Primary/secondary source, evidence, artefact, rich, reliable, relevant</p>	<p>Urban, rural  Hurricane, earthquake, tornado, avalanche, storm  Biomes, desert, rainforest, tundra, freshwater, marine, grasslands, terrestrial, ecosystem, vegetation belt, climate zones, tectonic plates  Longitude, latitude, time zones  Ordinance survey</p>
<p style="text-align: center;"><b>Year 6 EXPERT/ Key Person Who is important?</b></p>	<p>Tamworth Castle visit</p>	