

Long Term Plan – Thematic Curriculum

KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p><b>Prehistory Rocks!</b></p> <p>What changed in British pre-history?</p> <p><b>Geology</b></p> <ul style="list-style-type: none"><li>• To know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (e.g. metamorphic, igneous and sedimentary).</li><li>• To know and be able to describe, in simple terms, how fossils are formed when things that have lived are trapped within rock.</li><li>• To know that soils are made from rocks and organic matter.</li><li>• To know how rocks, change over time.</li><li>• To explore the work of Mary Anning</li></ul> <p><b>History</b></p> <ul style="list-style-type: none"><li>• Know how Britain changed between the beginning of the stone age and the iron age</li><li>• Know the main differences between the stone, bronze and iron ages</li><li>• Know what is meant by ‘hunter-gatherers’</li><li>• To know the main features of the Stone, Bronze and Iron Age.</li><li>• To know that the past can be divided into periods.</li><li>• To know the meaning of ancient and civilization.</li><li>• To know some differences between the lives of the rich and poor.</li><li>• To know that there were changes in Britain from the Stone Age to the Iron Age.</li><li>• To know about the achievements of one of the earliest civilizations.</li><li>• To know how to describe similarities and differences between people, events and objects, as time changes.</li><li>• To know that we can compare now with a period in the past.</li><li>• To know and use the dates of significant events through pre-history.</li><li>• To know how to compare two closely linked periods such as the Iron Age and the Romans.</li><li>• To know how to place the times studied on a timeline.</li><li>• To now that a timeline can be divided into BC and AD.</li><li>• To know how to sequence several events or artefacts.</li><li>• To know that a timeline can be used to place periods studied in order.</li><li>• To know that there are similarities and differences between specific periods of history studied</li></ul>	<p><b>Feel the force, see the light</b></p> <p>Can you feel the force? How do we see the light?</p> <p><b>Kinetics</b></p> <ul style="list-style-type: none"><li>• To know how to compare how objects move on different surfaces depending on the properties from which they are made.</li><li>• To know that some forces need contact between two objects, but magnetic forces can act at a distance.</li><li>• To know how different magnets can have different strengths.</li><li>• To know how to observe how magnets attract or repel each other and attract some materials and not others.</li><li>• To know how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li><li>• To know magnets as having two poles.</li><li>• To be able to predict whether two magnets will attract or repel each other, depending on which poles are facing.</li><li>• To know how magnets can be damaged if they are dropped.</li><li>• To explore the work of Albert Einstein.</li></ul> <p><b>Optics</b></p> <ul style="list-style-type: none"><li>• To know that light is needed in order to see things and that dark is the absence of light.</li><li>• To know that light is reflected from surfaces.</li><li>• To know that light from the sun can be dangerous and that there are ways to protect their eyes.</li><li>• To know that shadows are formed when the light from a light source is blocked by an opaque object.</li><li>• To be able to find patterns in the way that the size of shadows changes.</li></ul> <p><b>Computing</b></p> <p>Children will use Studio Code to play a simple Star Wars game using simple code. They will then create their own similar game in Scratch with backgrounds and moving sprites. Children will learn about password security and further parts of the computer in discrete lessons.</p> <ul style="list-style-type: none"><li>• To know that a username and password are not to be shared and start being able to explain the reason why.</li><li>• Remember their username and password independently.</li><li>• To know how they might make their own password and remember it without using obvious information.</li><li>• To know the main parts of a computer independently (left and right side of mouse, keyboard and main buttons- shift, CL, enter, delete - monitor and hard drive) Be able to write simple code, using Studio Code (1-18).</li><li>• Be able to code using Scratch (understand how to move the sprite, understand what each separate part of a code enables a sprite to do, use two sprites, include dialogue, movement and sound)</li></ul>	<p><b>How my body works</b></p> <p>How do different parts of my body work?</p> <p><b>Anatomy</b></p> <ul style="list-style-type: none"><li>• To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li><li>• To know that humans and some other animals have skeletons and muscles for support, protection and movement.</li></ul> <p><b>D&amp;T</b> <b>Food Technology</b></p> <p>To know how to:</p> <ul style="list-style-type: none"><li>• Be both hygienic and safe in the kitchen</li><li>• Describe how food ingredients come together</li><li>• Weigh out ingredients and follow a given recipe to create a dish</li><li>• Talk about which food is healthy and which food is not</li><li>• To know when food is ready for harvesting</li></ul> <p><b>Designing</b></p> <ul style="list-style-type: none"><li>• To prove that a design meets a set criteria</li><li>• To design a product and make sure that it looks attractive</li></ul> <p><b>Making</b></p> <ul style="list-style-type: none"><li>• To follow a step-by-step pan, choosing the right equipment and materials</li></ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>• To explain what changes they made and why</li><li>• To know that design can be changed to improve it the product were to be created again</li></ul> <p><b>Levers and linkages</b> <b>Technical knowledge</b></p> <p>To know how to:</p> <ul style="list-style-type: none"><li>• Make cuts and holes accurately</li><li>• Strengthen a product by stiffening a given part or reinforce a part of the structure</li><li>• To Know that simple linkages can be used to create movement</li><li>• To Know that textiles can be joined in different ways.</li></ul> <p><b>Designing</b></p> <ul style="list-style-type: none"><li>• To choose a material for both its suitability and its appearance</li></ul> <p><b>Making</b></p> <ul style="list-style-type: none"><li>• To select the most appropriate tools and techniques for a given task</li><li>• Work accurately to measure cuts and make holes</li><li>• To know that there are appropriate tools/materials chosen which are fit for purpose</li></ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>• Explain how to improve a finished model</li><li>• To know why a model has or has not been successful</li></ul> <p><b>Computing</b></p> <p>Children will use scratch junior or understand how inputs lead to outputs. Children are to be able to code using Scratch Jr to understand how to move the sprites, understand what each separate part of a code enables a sprite to do including dialogue, movement and sound)</p> <ul style="list-style-type: none"><li>• To know what to do if they see something on a digital monitor that they do not like (on iPads and on Computers) and why this is important.</li></ul>	<p><b>Revolutionary Romans</b></p> <p>What impact have the Romans had on us?</p> <p><b>History</b></p> <ul style="list-style-type: none"><li>• To know how the Romans changed Britain.</li><li>• To know that Julius Caesar’s attempted to invade Britain in in 55-54 BC</li><li>• To know that the Romans successfully invaded in AD 42</li><li>• To know that the Roman empire was powerful and had a well organised, successful army.</li><li>• To know that Claudius led the successful invasion.</li><li>• To know that the Romans build Hadrian’s wall and understand why they may have built it.</li><li>• To know Boudica resisted the Roman occupation of Britain and won a number of battles.</li><li>• To know the impact of Roman culture on Britain</li><li>• To know how the Roman empire brought some early beliefs such as Christianity.</li><li>• To know how to place the times studied on a timeline.</li><li>• To now that a timeline can be divided into BC and AD.</li><li>• To know a wide range of sources to find out about the past.</li><li>• To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits.</li><li>• To know how to look at two versions of the same event and identify differences in the accounts.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>• Know how to name at least six cities in England</li><li>• Know how to name and locate at least eight counties in England</li><li>• To know how to name and locate Ramsgate, Kent, and surrounding counties on a map</li><li>• To know how to describe topographical features of Ramsgate and Kent</li><li>• Know how to name and locate at least eight European countries</li><li>• Know how to use maps to locate European countries and capitals.</li><li>• Know how to name the eight points of a compass</li><li>• To know how to use a range of maps to locate countries of Europe</li><li>• To know how to create sketch maps and simple plans of a local area and use geographical symbols</li></ul>	<p><b>From Bean to Bar</b></p> <p>Has chocolate made us happy?</p> <p><b>History</b></p> <ul style="list-style-type: none"><li>• To know a wide range of sources to find out about the past.</li><li>• To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits.</li><li>• To know how to use sources to find out about the everyday lives of people and changes to these.</li><li>• Know that some sources are more helpful than others when learning about the past.</li><li>• To know that there are different accounts of history.</li><li>• To know how to look at two versions of the same event and identify differences in the accounts.</li><li>• To know that there is a difference between fact and opinion.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>• Know how to explain is meant by the term ‘tropics’</li><li>• Know how to name four countries from the southern hemisphere</li><li>• To know how to describe the key aspects of human geography, including settlement and land use</li><li>• To know how to use a range of maps to describe the features of a particular location.</li></ul>	<p><b>Rainforests</b> <b>Rainforest Revealed</b></p> <p>Why should we save the rainforest?</p> <p><b>Ecology</b></p> <ul style="list-style-type: none"><li>• To know the functions of different parts of trees and plants, including the stem/trunk, flower, blossom, petals, seeds, leaves, roots, branches.</li><li>• To know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and understand how they vary from plant to plant</li><li>• To know the way in which water is transported within plants.</li><li>• To know the importance of leaves for nutrition and flowers for reproduction.</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>• Know how to identify biomes</li><li>• Know how to explain features of biomes</li><li>• Know how to label layers of a rainforest</li><li>• Know how to explain what deforestation is</li></ul>

			<ul style="list-style-type: none"><li>To know that some social media sites have age restrictions and that they might need support in checking their age appropriateness.</li><li>To know that identities can be hidden on the internet and understand the repercussions of this with support.</li><li>To know what the difference between hardware and software</li><li>To know what inputs and outputs are with support.</li><li>To know how a computer network can be used to share information</li></ul> To know the difference between coding and algorithms.			
Year 4	<p><b>Make some noise!</b></p> <p>How can we hear the noise?</p> <p>Acoustics</p> <ul style="list-style-type: none"><li>To know how sounds are made and understand that these create vibrations in the air.</li><li>To know that vibrations from sounds, travel through a medium to the ear.</li><li>To know how to find patterns between the pitch of a sound and features of the object that produced it.</li><li>To know that there is a pattern between the volume of a sound and the strength of the vibrations that produced it.</li><li>To know that sounds get fainter as the distance from the sound source increases.</li></ul> <p>Computing</p> <p>Children will create a scene on Scratch of a band performing and will be adding music/sound to their backgrounds and sprites. They will also learn about password security in discrete lessons.</p> <ul style="list-style-type: none"><li>Understand and be able to use variables on Scratch and make specific turns based on angles to draw shapes. Share a sequence of actions with the children and decompose into algorithms.</li><li>To know that a username and password are not to be shared and give a clear reason why.</li><li>To know how to make their own password, with increased security, and remember it without using obvious information.</li><li>Be able to code using Scratch (use two sprites, include dialogue, movement and sound)</li><li>Be able to create a suitable background related to topic theme for the Sprites on Scratch.</li></ul>	<p><b>Marvellous Mayans</b></p> <p>What impact have the Egyptians had on us?</p> <p>Anatomy</p> <ul style="list-style-type: none"><li>To Know the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, small and large intestines).</li><li>To know the different types of teeth in humans and their simple functions.</li><li>To know and interpret a variety of food chains, identifying producers, predators and prey.</li><li>To know the difference between vertebrates and invertebrates and to sort a range of creatures using this property.</li></ul> <p>History</p> <ul style="list-style-type: none"><li>Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</li><li>Know about the key features of Ancient Egypt.</li><li>To know what changes occurred during a time period.</li><li>To know why changes may have occurred during a time period.</li><li>To know that Ancient Egypt was a civilization that thrived along the Nile River in Northeastern Africa for over 3,000 years.</li><li>To know that the Nile River was essential for the survival and development of Ancient Egypt, providing fertile soil for farming, transportation, and a water source.</li><li>To know that pharaohs were the rulers of Ancient Egypt, considered god-kings with absolute power over the land and people.</li><li>To know that pyramids were monumental structures built as tombs for pharaohs, with the Great Pyramid at Giza being one of the Seven Wonders of the Ancient World.</li><li>To know that hieroglyphs were the ancient Egyptian writing system, consisting of pictorial symbols used on walls, papyrus scrolls, and tomb walls.</li><li>To know that mummification was a process used to preserve bodies in Ancient Egypt, involving organ removal, drying, and wrapping in linen bandages.</li><li>To know that Ancient Egyptians believed in an afterlife, where the soul (ka) would continue to exist and required the body and belongings in the afterlife.</li><li>To know that Ancient Egyptian society had a social hierarchy, with pharaohs and royal families at the top, followed by priests, scribes, artisans, and farmers.</li><li>To know that the Egyptians worshipped a pantheon of gods and goddesses, with each deity having specific roles and associations with natural elements.</li><li>To know that Ancient Egypt made significant contributions to art and architecture, creating</li></ul>	<p><b>Cracking the Earth's Core</b></p> <p>Does the ground move?</p> <p>Geography</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"><li>To know how explain how geographical aspects in both places are similar and different and how they have changed over time</li><li>To know how to locate the Equator, Northern Hemisphere and Southern Hemisphere on a map</li></ul> <p>Human and physical geography</p> <ul style="list-style-type: none"><li>To know how to explain what causes an earthquake</li><li>To know how to identify what causes an earthquake</li><li>To know how to label the different parts of a volcano</li><li>To know how to describe the formation and label the parts of a volcano</li><li>To know how to ask and answer some geographical questions about the physical and human characteristics of Italy and the UK</li></ul> <ul style="list-style-type: none"><li>To know and understand the key aspects and features of volcanoes</li><li>To know that the land surrounding volcanoes is fertile and that this can influence the settlement and land use of this area</li><li>To know and understand the key aspects of earthquakes</li></ul> To know what causes an earthquake	<p><b>Innovation Station</b></p> <p>Who changed the world?</p> <p>Electrology</p> <ul style="list-style-type: none"><li>To know that common appliances that run on electricity</li><li>To know that a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li><li>To know whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li><li>To know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li><li>To know some common conductors and insulators, and associate metals with being good conductors.</li></ul> <p>History</p> <ul style="list-style-type: none"><li>To know about the impact that the Islamic civilisation had on the world.</li><li>To know why they were considered an advanced society in relation to that period of time in Europe</li><li>To know some causes and consequences of the main events, situations and changes in the periods studied.</li><li>To know how to identify differences in the social, cultural, religious and ethnicity of societies studied in Britain and the wider world.</li><li>To know how to identify changes and make links within and across the time periods studied.</li><li>To know why an ancient society is considered advanced in relation to that period of time in Europe.</li><li>To know that we can all make history.</li><li>To know that an ancient non-European society provides a contrast to British history.</li><li>To know how to describe the features of past societies and periods.</li><li>To know how to identify differences in the social, cultural, religious and ethnicity of societies studied in Britain and the wider world.</li><li>To know that an ancient non-European society provides a contrast to British history.</li><li>To know how some of the past events/people affect life today.</li><li>To know how to order significant events on a timeline.</li><li>To know that change can be shown by the similarities and differences between specific periods in time</li></ul>	<p><b>Water World</b></p> <p>Is water changing our lives?</p> <p>Geology</p> <ul style="list-style-type: none"><li>To know how to compare and group materials together, according to whether they are solids, liquids or gases.</li><li>To know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li><li>To know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li><li>To know some of the effects of acidity on a range of rocks</li></ul> <p>Geography</p> <ul style="list-style-type: none"><li>Know how to name and locate the main rivers in the UK</li><li>To know how to describe how the River Thames impacts types of settlement and land use and how these effect economic activity and trade links</li><li>Know how to name four countries from the northern hemisphere</li><li>Know how to name and locate at least eight major capital cities across the world</li><li>To know how to explain why people choose to live near rivers</li><li>Know how to explain why most cities are located by a river</li><li>To know how to describe how the River Thames impacts types on settlement and land use and how these effect economic activity and trade links</li><li>To know how to describe the key aspects of human geography, including settlement and land use</li><li>To know what happens within the water cycle</li><li>To know Human geography, including economic activity, can be affected by the distribution of natural resources including energy</li><li>Know how to use graphs to record features such as temperature or rainfall across the world</li></ul>	<p><b>My Home is Your Home</b></p> <p>Who's home is it?</p> <p>Ecology</p> <ul style="list-style-type: none"><li>To know that living things can be grouped in a variety of ways.</li><li>To know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li><li>To know that environments can change and that this can sometimes pose dangers to living things.</li></ul> <p>Geography</p> <ul style="list-style-type: none"><li>Know how to recognise at least five differences between living in the UK and a Mediterranean country</li><li>To know how explain how geographical aspects in contrasting places are similar and different and how they have changed over time .</li><li>To know time zones, change as you travel latitudinally around the globe</li><li>To know that topography impacts land use.</li><li>To know how to select from the range of fieldwork skills learnt previously</li><li>To know how to create maps of locations identifying patterns (land use, climate zones)</li><li>To know geographical representations can differ in their effectiveness</li><li>To know how to read 4 figure grid references</li></ul> <p>Computing</p> <p>Children will create their own app (NOT SURE ON SOFTWARE NEED TO LOOK) which can identify different species of plants and trees.</p> <ul style="list-style-type: none"><li>To know what to do if they see something on a digital monitor that they do not like (digital devices) and why this is important.</li></ul>



		<p>intricate sculptures, paintings, jewellery, and constructing impressive temples and monuments.</p> <ul style="list-style-type: none"><li>• To know how to describe the features of past societies and periods.</li><li>• To know some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li><li>• To know what changes occurred during a time period.</li><li>• To know why changes may have occurred during a time period.</li><li>• To know how some of the past events/ people affect life today.</li><li>• To know how to note connections, contrasts and trends over time.</li><li>• To know how to order significant events on a timeline.</li><li>• To know how to use historical vocabulary e.g. century, decade, BC, AD.</li><li>• To know that significant events of a period can be placed on a timeline.</li><li>• To know that change can be shown by the similarities and differences between specific periods in time</li><li>• To know the difference between primary and secondary sources of evidence</li><li>• To know that sources can vary in reliability.</li><li>• To know how to suggest sources of evidence from a selection provided to use to help answer questions.</li><li>•<b>Know that primary and secondary sources are available and vary in reliability.</b></li><li>• To know how to compare different versions of the same event in history and identify differences.</li><li>•<b>To know that people in both the past and present have a point of view and this can affect accounts.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Evaluate products for both their purpose and appearance</b></li><li>•<b>Explain how the original design has been improved</b></li></ul>	<ul style="list-style-type: none"><li>• To know the difference between primary and secondary sources of evidence</li><li>• To know that sources can vary in reliability.</li><li>• To know how to suggest sources of evidence from a selection provided to use to help answer questions.</li></ul> <p><b>Know that primary and secondary sources are available and vary in reliability.</b></p> <ul style="list-style-type: none"><li>• To know the reasons why there may be different accounts of history.</li></ul>	<p><b>D&amp;T</b></p> <p><b>Electricity</b></p> <p><b>Technical knowledge</b></p> <p><b>Know how to:</b></p> <ul style="list-style-type: none"><li>• reate simple electrical circuits and components e.g. bulbs, switches or buzzers that can be used to create functional products</li><li>• Link scientific knowledge by using lights, switches, or buzzers</li><li>• Use electrical systems (series or parallel) to enhance the quality of the product</li><li>• <b>Know that mistakes can be avoided by measuring carefully</b></li></ul> <p><b>Designing</b></p> <ul style="list-style-type: none"><li>• To persevere and adapt work when original ideas do not work</li><li>• To know that a design can be based upon reserach</li></ul> <p><b>Making</b></p> <ul style="list-style-type: none"><li>• To know which material is likely to give the best outcome</li><li>•To measure accurately</li></ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>• To present a product in an interesting way</li></ul> <p><b>To know that existing products can be evaluated</b></p>	<ul style="list-style-type: none"><li>• To begin to know and implement acceptable use of digital devices in addition to their user agreements.</li><li>• Be aware of restrictions when using digital devices and social media.</li><li>• To know that identities can be hidden on the internet and understand the repercussions of this with support. Be able to make an app with support.</li><li>• Understand and be able use a range of different apps.</li><li>•</li></ul>
<b>Year 5</b>	<p><b>Across the Pond</b></p> <p>Why care about North America?</p> <p><b>Taxonomy</b></p> <ul style="list-style-type: none"><li>•To know and be able to describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird.</li><li>•To know the life process of reproduction in some plants and animals</li></ul> <p><b>History</b></p> <ul style="list-style-type: none"><li>•To know how to use timelines to place and sequence local national and international events</li><li>•To know how to ask a range of questions about the past</li></ul> <p><b>Geography</b></p> <ul style="list-style-type: none"><li>• To know how to name and locate countries in North America</li><li>• To know how to identify key differences between living in the UK and living in a country in North America</li><li>• To know how to describe topographical features (including deserts and mountains) and land use patterns of countries in North America and compare those to the UK</li></ul>	<p><b>Stargazers</b></p> <p>How do we know what’s out there?</p> <p><b>Astrophysics</b></p> <ul style="list-style-type: none"><li>•To know the movement of the Earth, and other planets, relative to the Sun in the solar system.</li><li>•To know and be able to describe the movement of the Moon relative to the Earth.</li><li>•To know that the Sun, Earth and Moon are approximately spherical bodies.</li><li>•To know how to use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li></ul> <p><b>History</b></p> <p>Historical enquiry:</p> <ul style="list-style-type: none"><li>•To know how to choose reliable sources of evidence to answer questions</li><li>• to know that they need to question the reliability of sources</li></ul> <p>Historical interpretation:</p> <ul style="list-style-type: none"><li>•To know that people can represent events and ideas in ways that persuade others</li><li>•To know how to give clear reasons why there may be different accounts of history</li><li>•To know how to evaluate evidence to choose the most reliable forms</li><li>•To know that there is often not a single answer to historical questions</li></ul>	<p><b>Marvels of Matter</b></p> <p>How are rocks formed?</p> <p><b>Geology</b></p> <ul style="list-style-type: none"><li>•To know how to compare and group materials together, according to whether they are solids, liquids or gases.</li><li>•To know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li><li>•To know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li><li>•To know the effects of acidity on a range of rocks</li></ul> <p><b>History</b></p> <ul style="list-style-type: none"><li>•To know that the Anglo-Saxons were Germanic tribes who settled in Britain during the 5th and 6th centuries CE after the fall of the Roman Empire.</li><li>•To know that the Anglo-Saxon settlement of Britain led to the formation of several kingdoms, including Wessex, Mercia, and Northumbria, each with its own king.</li><li>•To know that the Anglo-Saxons brought their own language, Old English, which eventually evolved into Middle English and influenced the development of the English language we use today.</li><li>•To know that the Anglo-Saxons were skilled craftsmen, known for their intricate metalwork, jewelry, and manuscript illumination, as seen in the famous Lindisfarne Gospels and the Sutton Hoo burial site.</li></ul>	<p><b>Gods and Mortals</b></p> <p>Which Greek invention has had the greatest impact on us?</p> <p><b>History</b></p> <ul style="list-style-type: none"><li>•<b>To know that the Ancient Greeks influenced the Western world.</b></li><li>• To know that Ancient Greece was a civilization that existed in the Mediterranean region from the 8th century BCE to the 6th century CE.</li><li>• To know that Ancient Greece was made up of independent city-states, such as Athens and Sparta, each with its own government and culture.</li><li>• To know that Ancient Greece is considered the birthplace of democracy, with Athens being known as the cradle of democracy.</li><li>• To know that Greek mythology played a significant role in Ancient Greek culture, with gods and goddesses like Zeus, Athena, and Poseidon being worshipped and revered.</li><li>• To know that the Olympic Games originated in Ancient Greece and were held every four years in honor of the god Zeus.</li><li>• To know that Ancient Greece made significant contributions to literature, with famous works such as the epic poems of Homer (Iliad and Odyssey) and the fables of Aesop.</li><li>• To know that Ancient Greece was known for its architectural achievements, including the iconic Parthenon in Athens and the Theatre of Dionysus.</li></ul>	<p><b>Tides of Change</b></p> <p>Has Ramsgate changed?</p> <p><b>Astrophysics</b></p> <ul style="list-style-type: none"><li>•To know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li><li>•To know the effects of air resistance, water resistance and friction, that act between moving surfaces.</li><li>•To know how to explore up thrust and investigate how to sink a bottle.</li><li>•To know how to explore the weight of air by investigating inflated and deflated balloons.</li><li>•To know how to investigate water resistance by creating different sized boats for hulls.</li><li>•To know how to investigate how the size of a boat’s hull affects the speed of its movement.</li></ul> <p><b>History</b></p> <ul style="list-style-type: none"><li>•To know that Ramsgate is a town located in the county of Kent, England, with a rich history that dates back centuries.</li><li>• To know that Ramsgate became an important port during the medieval period and played a role in the English Civil War in the 17th century.</li><li>• To know that in the 19th century, Ramsgate experienced significant growth and development as a popular seaside resort, attracting visitors from London and beyond.</li><li>• To know that Ramsgate played a significant role in World War II as a key embarkation point for the Dunkirk evacuation in 1940, with many troops being evacuated from its harbour.</li><li>• To know that the town features several notable landmarks, including the Royal Harbour, which was designed by the famous engineer John Rennie.</li><li>• To know that Ramsgate is home to the Ramsgate Tunnels, an extensive underground network of tunnels and air raid shelters that were used during World War II to protect residents during air raids.</li><li>• To know that the historic Ramsgate Maritime Museum showcases the town's maritime heritage, including exhibits on its fishing industry, shipbuilding, and maritime trade.</li><li>• To know that we can all make history.</li><li>• To know how to use timelines to place and sequence local, national and international events.</li><li>• To know how to give clear reasons why there may be different accounts of history.</li><li>• To know how to evaluate evidence to choose the most reliable forms.</li></ul> <p><b>To know why there may be different accounts of history</b></p> <p><b>Geography</b></p>	



				<ul style="list-style-type: none"><li>• To know that that a computer system features inputs, processes, and outputs.</li><li>• To know what script is and to know what a loop is and use it within a Scratch program.</li><li>• To be able to understand their digital footprint (caches) and how things that are published on the internet cannot be removed.</li><li>• Be able to alter the costume of a Sprite for a specific purpose on Scratch.</li><li>• Be able to use variables on Scratch to make objects/sprites change colour when pressed.</li><li>• Introduce movement to create a simple animation (eg the sprite will raise his hat, eyebrow or stick out tongue)</li></ul>	
Year 6	<p><b>Darwin’s Delight</b></p> <p>Do things change for the better? / Is change good?</p> <p><b>Human Biology &amp; Taxonomy</b></p> <p>Human Biology</p> <ul style="list-style-type: none"><li>• To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li><li>• To know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>• To know how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li><li>• To know the work of Grace Hopper, Charles Darwin, Sir Tim Berners-Lee, Rosalind Franklin, Wilhelm Röntgen and Esther Lederberg.</li></ul> <p>Taxonomy</p> <ul style="list-style-type: none"><li>• To describe the differences in the life cycles of a mammal, an amphibian, a reptile, an insect and a bird.</li><li>• To describe the life process of reproduction in some plants and animals</li><li>• To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li><li>• To know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>• To know how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li><li>• To explore the work of Grace Hopper, Charles Darwin, Sir Tim Berners-Lee, Rosalind Franklin, Wilhelm Röntgen and Esther Lederberg.</li></ul> <p>Geography</p>	<p><b>My Home, My Country</b></p> <p>How does my home impact me?</p> <p>History</p> <ul style="list-style-type: none"><li>• To know that the Viking and Anglo-Saxon struggle for the Kingdom of England took place during the Viking Age, which lasted from the late 8th century to the early 11th century.</li><li>• To know that the Vikings, seafaring warriors from Scandinavia, began raiding England in the late 8th century and later sought to conquer and settle in the land.</li><li>• To know that the Anglo-Saxon kingdoms of England, such as Wessex, Mercia, and Northumbria, faced repeated Viking invasions and attacks, leading to conflicts and power struggles.</li><li>• To know that the Anglo-Saxon king, Alfred the Great, played a significant role in resisting Viking invasions and establishing a period of relative peace and stability in the late 9th century.</li><li>• To know that the Danelaw was a region in England where Viking influence was particularly strong, and it existed as a semi-independent territory under Viking control during the 9th and 10th centuries.</li><li>• To know that the Viking ruler Cnut (Canute) eventually became the king of England in the early 11th century, marking a period of Viking rule over the Anglo-Saxon kingdom.</li><li>• To know that Edward the Confessor, the last Anglo-Saxon king of England, ascended to the throne in 1042, marking the end of Viking rule and the beginning of a period of stability before the Norman Conquest in 1066.</li></ul> <p>To know how some changes affect life today.</p> <ul style="list-style-type: none"><li>• To know significant changes have had a major impact on life today.</li><li>• Know how to describe similarities and differences between some people, events and objects studied.</li><li>• To know how to make links between some features of past societies</li></ul> <p><b>To know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066.</b></p> <ul style="list-style-type: none"><li>• To know how to use timelines to order events, periods and cultural movements from around the world.</li><li>• To know how to identify and compare changes within and across different periods.</li></ul> <p><b>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</b></p>	<p><b>How to mind your heart</b></p> <p>Does your heart rule your head?</p> <p><b>Human Biology</b></p> <ul style="list-style-type: none"><li>• To know the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li><li>• To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li><li>• To know the ways in which nutrients and water are transported within animals, including humans.</li></ul> <p><b>D&amp;T</b> <b>Food Technology</b></p> <p>To know how to:</p> <ul style="list-style-type: none"><li>• Prepare a meal by collecting the ingredients in the first place</li><li>• Know which seasons various foods are available for harvesting</li><li>• Adapt and aspect of a recipe</li><li>• Understand the difference between a savoury and sweet dish</li><li>• Know that the seasons affect the food available</li></ul> <p><b>Designing</b></p> <ul style="list-style-type: none"><li>• To know how to use market research to inform plans and ideas</li><li>• Follow and refine original plans</li></ul> <p><b>Making</b></p> <ul style="list-style-type: none"><li>• To know which tools to use for a specific practical task</li><li>• To know how to use tools safely</li></ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>• To know how to test and evaluate designed products</li><li>• To explain how products should be stored and give reasons</li></ul>	<p><b>WW2 - Paths to Peace</b></p> <p>Can you win a war? What is courage?</p> <p>History</p> <ul style="list-style-type: none"><li>• To know that the Allied powers, including the United States, Soviet Union, United Kingdom, and others, worked together to defeat the Axis powers and end World War II.</li><li>• To know that the United Nations (UN) was established in 1945 as an international organization dedicated to maintaining peace and security, promoting human rights, and fostering cooperation among nations.</li><li>• To know that the United Nations Charter, which serves as the foundation of international law, was created to prevent future conflicts and promote peaceful resolutions through diplomacy and negotiation.</li><li>• To know that the Nuremberg Trials were held after World War II to hold Nazi leaders accountable for their war crimes and crimes against humanity, sending a message that such actions would not go unpunished.</li></ul> <p>To know how some changes affect life today.</p> <ul style="list-style-type: none"><li>• To know significant changes have had a major impact on life today.</li><li>• To know how to give own reasons why changes may have occurred, backed up with evidence.</li><li>• To know how to use dates and historical period terms accurately e.g. social, religious, political, technological and cultural.</li></ul> <p><b>To know that the chronology of significant events in history subsequently shaped different societies. Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</b></p> <ul style="list-style-type: none"><li>• To know the most appropriate source of evidence for particular tasks.</li><li>• To know how to evaluate the usefulness and accurateness of different sources of evidence.</li><li>• To know how to use a range of sources to form own opinion about historical events.</li></ul> <p><b>To know that some sources of evidence are more useful than others.</b></p> <ul style="list-style-type: none"><li>• To know that the past has been represented in different ways.</li><li>• To know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history.</li></ul> <p>Geography</p> <ul style="list-style-type: none"><li>• Know why are industrial areas and ports are important</li><li>• Know main human and physical differences between developed and developing nations</li><li>• To know how to explain the formation of mountain ranges</li><li>• To know how to collect and analyse statistics and other information in order to draw conclusions about locations and compare these to those studied earlier noting any changes over time</li><li>• To know how to explain how countries and geographical regions are interconnected and interdependent</li><li>• To know how to explore how trade links are influenced by natural resources such as energy, food, minerals and water</li></ul>	<p><b>Light it Up</b></p> <p>How do we see the light?</p> <p><b>Electrology &amp; Optics</b></p> <p>Electrology</p> <ul style="list-style-type: none"><li>• To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>• To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li><li>• To use recognised symbols when representing a simple circuit in a diagram</li></ul> <p>Optics</p> <ul style="list-style-type: none"><li>• To know that light appears to travel in straight lines.</li><li>• To know how to use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li><li>• To know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li><li>• To know how to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li><li>• To explore the work of Sir Isaac Newton, Alhazen, Kepler and James Clerk Maxwell</li></ul> <p><b>D&amp;T</b> <b>Electricity</b> <b>Technical knowledge</b></p> <p>Know how to:</p> <ul style="list-style-type: none"><li>• Explore more complex electrical circuits and components, e.g. resistors or LEDs, to create functional products</li><li>• Use electrical systems correctly and accurately to enhance a given product e.g. using transistors or chips</li></ul> <p><b>Designing</b></p>



	<ul style="list-style-type: none"><li>• Know how to use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</li><li>• Know how to plan a journey within the UK, using a road map</li></ul>	<p><b>To know that the chronology of significant events in history subsequently shaped different societies.</b></p> <p><b>Know that there are patterns that follow throughout history.</b></p> <p>tasks.</p> <ul style="list-style-type: none"><li>• To know how to evaluate the usefulness and accurateness of different sources of evidence.</li><li>• To know how to use a range of sources to form own opinion about historical events.</li><li>• To know that the past has been represented in different ways.</li><li>• To know how to suggest accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways.</li></ul> <p>Geography</p> <ul style="list-style-type: none"><li>• To know that developing nations differ compared to developed nations</li><li>• Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</li><li>• Know what most of the ordnance survey symbols stand for</li></ul> <ul style="list-style-type: none"><li>• To know how to use a range of resources to give detailed descriptions and opinions of the features of locations</li><li>• To know how to use fieldwork skills learnt and record the findings in a range of ways</li><li>• To know which representation is most effective to use</li><li>• To know how to read a range of maps</li><li>• Know how to use 6 figure grid references</li></ul>			<ul style="list-style-type: none"><li>• To know that a design specification is used to guide thinking</li></ul> <p><b>Making</b></p> <ul style="list-style-type: none"><li>• To know what tools and materials are used for</li></ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"><li>• To know how to test and evaluate designed products</li></ul>
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