Long Term Plan - Thematic Curriculum

KS ₂	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Prehistory Rocks!	Feel the force, see the light	How my body works	Revolutionary Romans	From Bean to Bar	Rainforests
Year 3	Fremstory Rocks.	reel the force, see the light	How my body works	Revolutionally Romans	FIOIII Beall to Bai	Rainforest Revealed
		Can you feel the force? How do we see the	How do different parts of my body work?	What impact have the Romans had	Has chocolate made us happy?	Namiforest Nevealed
	What changed in British pre-	light?		on us?		Why should we save the
	history?	<u> </u>			History	rainforest?
		Kinetics	Anatomy	History	• To know a wide range of sources to find out about the past.	
	Geology	To live on house a service beautiful at a more on	To know that animals, including humans, need the	To know how the Romans changed	 To know how to use a wide range of sources to find out about the past. E.g. printed sources, the internet, pictures, 	Ecology
	•To know how to compare and group	To know how to compare how objects move on different surfaces depending on the properties from	right types and amount of nutrition, and that they	Britain.	photos, music, artefacts, historic buildings and visits.	•To know the functions of
	together different kinds of rocks on	which they are made.	cannot make their own food; they get nutrition from what they eat.	•To know that Julius Caesar's attempted to invade Britain in in 55-54 BC	To know how to use sources to find out about the everyday	different parts of trees and plants,
	the basis of their appearance and	To know that some forces need contact between two objects, but magnetic forces can act at a	To know that humans and some other animals have	To know that the Romans successfully	lives of people and changes to these. • Know that some sources are more helpful than others when	including the stem/trunk, flower, blossom, petals, seeds, leaves,
	simple physical properties (e.g. metamorphic, igneous and	distance.	skeletons and muscles for support, protection and	invade in AD 42	learning about the past.	roots, branches.
	sedimentary).	•To know how different magnets can have different	movement.	 To know that the Roman empire was powerful and had a well organised, 	 To know that there are different accounts of history. To know how to look at two versions of the same event and 	•To know the requirements of
	• To know and be able to describe, in simple terms, how fossils are formed	strengths. • To know how to observe how magnets attract or	D&T	successful army.	identify differences in the accounts.	plants for life and growth (air, light, water, nutrients from soil,
	when things that have lived are	repel each other and attract some materials and not	Food Technology	To know that Claudius led the successful invasion.	• To know that there is a difference between fact and opinion.	and room to grow) and
	trapped within rock.	others. • To know how to compare and group together a	To know how to: •Be both hygienic and safe in the kitchen	To know that the Romans build Hadrian's	Geography	understand how they vary from plant to plant
	• To know that soils are made from rocks and organic matter.	variety of everyday materials on the basis of whether	Describe how food ingredients come together	wall and understand why they may have		•To know the way in which water
	• To know how rocks, change over	they are attracted to a magnet, and identify some	Weigh out ingredients and follow a given recipe to	built it. •To know Boudica resisted the Roman	 Know how to explain is meant by the term 'tropics' Know how to name four countries from the southern 	is transported within plants.
	time.	magnetic materials. • To know magnets as having two poles.	create a dish •Talk about which food is healthy and which food is not	occupation of Britain and won a number of	hemisphere	To know the importance of leaves for nutrition and flowers
	• To explore the work of Mary Anning	To be able to predict whether two magnets will	To know when food is ready for harvesting	• To know the impact of Roman culture on	To know how to describe the key aspects of human geography, including settlement and land use	for reproduction.
	History	attract or repel each other, depending on which poles are facing.	Designing To prove that a design meets a set criteria	Britain	To know how to use a range of maps to describe the features	Coortoonles
		To know how magnets can be damaged if they are	To design a product and make sure that it looks	To know how the Roman empire brought	of a particular location.	Geography
	 Know how Britain changed between the beginning of the stone age and 	dropped.	attractive	• To know how to place the times studied		Know how to identify biomes
	the iron age	• To explore the work of Albert Einstein.	Making To follow a step-by-step pan, choosing the right	on a timeline.		Know how to explain features of biomes
	Know the main differences	Optics	equipment and materials	To now that a timeline can be divided into BC and AD.		Know how to label layers of a
	between the stone, bronze and iron ages		Evaluating To explain what changes they made and why	BC and AD. To know a wide range of sources to find		rainforest
	 Know what is meant by 'hunter- 	To know that light is needed in order to see things and that dark is the absence of light.	To know that design can be changed to improve it	out about the past.		Know how to explain what deforestation is
	gatherers'To know the main features of the	 To know that light is reflected from surfaces. 	the product were to be created again	To know how to use a wide range of sources to find out about the past. E.g.		
	Stone, Bronze and Iron Age.	• To know that light from the sun can be dangerous and that there are ways to protect their eyes.	Levers and linkages	printed sources, the internet, pictures,		
	• To know that the past can be divided into periods.	To know that shadows are formed when the light	Technical knowledge	photos, music, artefacts, historic buildings and visits.		
	To know the meaning of ancient and	from a light source is blocked by an opaque object.	To know how to:	To know how to look at two versions of		
	civilization.	•To be able to find patterns in the way that the size of shadows changes.	Make cuts and holes accurately Strengthen a product by stiffening a given part or	the same event and identify differences in		
	• To know some differences between the lives of the rich and poor.		reinforce a part of the structure	the accounts.		
	To know that there were changes in	Computing	To Know that simple linkages can be used to create movement	Geography		
	Britain from the Stone Age to the Iron Age.		•To Know that textiles can be joined in different ways.	Know how to name at least six cities in		
	• To know about the achievements of	Children will use Studio Code to play a simple Star Wars game using simple code. They will then create	Designing To choose a material for both its suitability and its	England		
	one of the earliest civilizations.	their own similar game in Scratch with backgrounds	appearance	Know how to name and locate at least eight counties in England		
	 To know how to describe similarities and differences between people, 	and moving sprites. Children will learn about password security and further parts of the computer	Making	To know how to name and locate		
	events and objects, as time changes.	in discrete lessons.	To select the most appropriate tools and techniques for a given task	Ramsgate, Kent, and surrounding counties		
	 To know that we can compare now with a period in the past. 		Work accurately to measure cuts and make holes	on a map To know how to describe topographical		
	 To know and use the dates of 	 To know that a username and password are not to be shared and start being able to explain the 	To know that there are appropriate tools/materials chosen which are fit for purpose	features of Ramsgate and Kent		
	significant events through pre-history. • To know how to compare two	reason why.	Evaluating	Know how to name and locate at least eight European countries		
	closely linked periods such as the Iron	Remember their username and password independently	• Explain how to improve a finished model	Know how to use maps to locate European		
	Age and the Romans.	To know how they might make their own	To know why a model has or has not been successful	countries and capitals.Know how to name the eight points of a		
	 To know how to place the times studied on a timeline. 	password and remember it without using obvious information.	Computing	compass		
	• To now that a timeline can be	To know the main parts of a computer		To know how to use a range of maps to		
	divided into BC and AD.To know how to sequence several	independently (left and right side of mouse,	Children will use scratch junior or understand how inputs lead to outputs. Children are to be able to code	locate countries of Europe To know how to create sketch maps and		
	events or artefacts.	keyboard and main buttons- shift, CL, enter, delete - monitor and hard drive) Be able to write	using Scratch Jr to understand how to move the	simple plans of a local area and use		
	• To know that a timeline can be used	simple code, using Studio Code (1-18).	sprites, understand what each separate part of a code	geographical symbols		
	to place periods studied in order.To know that there are similarities	Be able to code using Scratch (understand how to move the sprite, understand what each	enables a sprite to do including dialogue, movement and sound)			
	and differences between specific	separate part of a code enables a sprite to do,	,			
	periods of history studied	use two sprites, include dialogue, movement	 To know what to do if they see something on a digital monitor that they do not like (on iPads and 			
		and sound)	on Computers) and why this is important.			
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			To know that some social media sites have age			
			restrictions and that they might need support in			
			checking their age appropriateness.			
			To know that identities can be hidden on the			
			internet and understand the repercussions of this			
			with support.			
			To know what the difference between hardware			
			and software			
			To know what inputs and outputs are with			
			support.			
			To know how a computer network can be used to			
			share information			
			To know the difference between coding and			
			algorithms.			
Year 4	Make some noise!	Marvellous Mayans	Cracking the Earth's Core	Innovation Station	Water World	My Home is Your
-			-			Home
	How can we hear the noise?	What impact have the Egyptians had on	Does the ground move?	Who changed the world?	Is water changing our lives?	Home
	How can we near the hoise.		Does the ground move.	who changed the world.	is water changing our lives.	
		us?		et a to-	Carlon	Who's home is it?
	Acoustics		Coography	Electrology	Geology	
		Anatomy	Geography			Ecology
	 To know how sounds are made and 	•	Lacational Knowledge	•To know that common appliances that run	•To know how to compare and group materials together,	
	understand that these create	• To Know the simple functions of the basic parts of	Locational Knowledge	on electricity	according to whether they are solids, liquids or gases.	•To know that living things can be
	vibrations in the air.	the digestive system in humans (mouth, tongue,	To know how explain how geographical aspects in both places are similar and different and how they have	•To know that a simple series electrical	•To know that some materials change state when they are	grouped in a variety of ways.
	 To know that vibrations from 	teeth, oesophagus, stomach, small and large	both places are similar and different and how they have	circuit, identifying and naming its basic parts,	heated or cooled, and measure or research the temperature at	•To know how to use
	sounds, travel through a medium to	intestines).	changed over time To know how to locate the Equator, Northern	including cells, wires, bulbs, switches and	which this happens in degrees Celsius (°C).	classification keys to help group,
	the ear.	• To know the different types of teeth in humans and		buzzers	•To know the part played by evaporation and condensation in	identify and name a variety of
	 To know how to find patterns 	their simple functions.	Hemisphere and Southern Hemisphere on a map	•To know whether or not a lamp will light in	the water cycle and associate the rate of evaporation with	living things in their local and
	between the pitch of a sound and	• To know and interpret a variety of food chains,	Human and physical geography	a simple series circuit, based on whether or	temperature.	wider environment.
	features of the object that produced	identifying producers, predators and prey.	To know how to explain what causes an earthquake	not the lamp is part of a complete loop with	•To know some of the effects of acidity on a range of rocks	• To know that environments can
	it.	• To know the difference between vertebrates and	To know how to explain what causes an earthquake To know how to identify what causes an earthquake	a battery	Coormanhii	change and that this can
	 To know that there is a pattern 	invertebrates and to sort a range of creatures using	To know how to label the different parts of a volcano	•To know that a switch opens and closes a	Geography	sometimes pose dangers to living
	between the volume of a sound and	this property.	To know how to label the different parts of a volcano To know how to describe the formation and label the	circuit and associate this with whether or not		things.
	the strength of the vibrations that		parts of a volcano	a lamp lights in a simple series circuit	Know how to name and locate the main rivers in the UK To know how to describe how the River Thames impacts	
	produced it.	History	To know how to ask and answer some geographical	•To know some common conductors and	types of settlement and land use and how these effect	Geography
	• To know that sounds get fainter as	mistory	questions about the physical and human characteristics	insulators, and associate metals with being	economic activity and trade links	
	the distance from the sound source	Know about, and name, some of the advanced	of Italy and the UK	good conductors.	Know how to name four countries from the northern	 Know how to recognise at least
	increases.	societies that were in the world around 3000 years	or really and the ore	History	hemisphere	five differences between living in
		ago.	• To know and understand the key aspects and features	Thistory	Know how to name and locate at least eight major capital	the UK and a Mediterranean
	Computing	• Know about the key features of Ancient Egypt.	of volcanoes	To know about the impact that the Islamic	cities across the world	country
	. 0	To know what changes occurred during a time	• To know that the land surrounding volcanoes is fertile	civilisation had on the world.	To know how to explain why people choose to live near rivers	 To know how explain how
	Children will create a scene on Scratch	period.	and that this can influence the settlement and land use	To know why they were considered an	Know how to explain why most cities are located by a river	geographical aspects in
	of a band performing and will be	To know why changes may have occurred during a	of this area	advanced society in relation to that period of	To know how to describe how the River Thames impacts	contrasting places are similar and
	adding music/sound to their	time period.	•To know and understand the key aspects of	time in Europe	types on settlement and land use and how these effect	different and how they have
	backgrounds and sprites. They will	To know that Ancient Egypt was a civilization that	earthquakes	• To know some causes and consequences of	economic activity and trade links	changed over time.
	also learn about password security in	thrived along the Nile River in Northeastern Africa for	To know what causes an earthquake	the main events, situations and changes in	To know how to describe the key aspects of human	• To know time zones, change as
	discrete lessons.	over 3,000 years.		the periods studied.	geography, including settlement and land use	you travel latitudinally around the
	discrete lessoris.	• To know that the Nile River was essential for the	Skill and fieldwork	• To know how to identify differences in the	• To know what happens within the water cycle	globe
		survival and development of Ancient Egypt,	Know how to use maps and globes to locate the	social, cultural, religious and ethnicity of	To know Human geography, including economic activity, can	• To know that topography
	 Understand and be able to use 	providing fertile soil for farming, transportation, and	equator, the Tropics of Cancer and Capricorn and the	societies studied in Britain and the wider	be affected by the distribution of natural resources including	impacts land use.
	variables on Scratch and make	a water source.	Greenwich Meridian	world.	energy	To know how to select from the
	specific turns based on angles to	• To know that pharaohs were the rulers of Ancient	To know how to present observations in a variety of	• To know how to identify changes and make	Know how to use graphs to record features such as	range of fieldwork skills learnt
	draw shapes. Share a sequence	Egypt, considered god-kings with absolute power	ways including maps, plans, sketches and graphs	links within and across the time periods	temperature or rainfall across the world	previously
	of actions with the children and	over the land and people.	• To know how to use a range of maps to describe the	studied.		To know how to create maps of
	decompose into algorithms.	• To know that pyramids were monumental	features of Compass points, grid references, symbols	•To know why an ancient society is		locations identifying patterns
	To know that a username and	structures built as tombs for pharaohs, with the	and keys can be used to communicate knowledge of	considered advanced in relation to that		(land use, climate zones)
	password are not to be shared	Great Pyramid at Giza being one of the Seven	the UK and the wider world	period of time in Europe.		•To know geographical
	and give a clear reason why.	Wonders of the Ancient World.	D&T	• To know that we can all make history.		representations can differ in their
	To know how to make their own	 To know that hieroglyphs were the ancient 	Structures	• To know that an ancient non-European		effectiveness
	password, with increased	Egyptian writing system, consisting of pictorial		society provides a contrast to British history.		•To know how to read 4 figure
	security, and remember it	symbols used on walls, papyrus scrolls, and tomb	Technical knowledge	To know how to describe the features of		grid references
	without using obvious	walls.	Know how to:	past societies and periods.		C
	information.	•To know that mummification was a process used to	Strengthen a product by stiffening a given part or	To know how to identify differences in the		Computing
	Be able to code using Scratch	preserve bodies in Ancient Egypt, involving organ	reinforcing a part of the structure	social, cultural, religious and ethnicity of		Children will
	(use two sprites, include	removal, drying, and wrapping in linen bandages.	Designing	societies studied in Britain and the wider		Children will create their own app
	dialogue, movement and sound)	 To know that Ancient Egyptians believed in an 	To know how to use ideas from other people when	world.		(NOT SURE ON SOFTWARE NEED
	Be able to create a suitable	afterlife, where the soul (ka) would continue to exist	designing	• To know that an ancient non-European		TO LOOK) which can identify
	background related to topic	and required the body and belongings in the afterlife.	To produce a plan and explain it	society provides a contrast to British		different species of plants and
	theme for the Sprites on Scratch.	• To know that Ancient Egyptian society had a social	To communicate ideas in a range of ways, including	history.		trees.
		hierarchy, with pharaohs and royal families at the	by sketches and cross-sectional drawings which are	To know how some of the past events/		
		top, followed by priests, scribes, artisans, and	annotated	people affect life today.		
		farmers.	Making	To know how to order significant events		To know what to do if they
		• To know that the Egyptians worshipped a pantheon	To know which tools to use for a particular task and	on a timeline.		see something on a digital
		of gods and goddesses, with each deity having	show knowledge of handling the tool	To know that change can be shown by the		monitor that they do not like
		specific roles and associations with natural elements.	Evaluating	similarities and differences between specific		(digital devices) and why this
		To know that Ancient Egypt made significant	To know how to evaluate and suggest improvements	periods in time		is important.
		contributions to art and architecture, creating	for designs			

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		intricate sculptures, paintings, jewellery, and constructing impressive temples and monuments. To know how to describe the features of past societies and periods. To know some ideas, beliefs, attitudes and experiences of men, women and children from the past. To know what changes occurred during a time period. To know why changes may have occurred during a time period. To know how some of the past events/ people affect life today. To know how to note connections, contrasts and trends over time. To know how to order significant events on a timeline. To know how to use historical vocabulary e.g. century, decade, BC, AD. To know that significant events of a period can be placed on a timeline. To know that change can be shown by the similarities and differences between specific periods in time To know that sources of evidence To know that sources can vary in reliability. To know how to suggest sources of evidence from a selection provided to use to help answer questions. Know that primary and secondary sources are available and vary in reliability. To know how to compare different versions of the same event in history and identify differences. To know that people in both the past and present have a point of view and this can affect accounts.	Evaluate products for both their purpose and appearance Explain how the original design has been improved	To know the difference between primary and secondary sources of evidence To know that sources can vary in reliability. To know how to suggest sources of evidence from a selection provided to use to help answer questions. Know that primary and secondary sources are available and vary in reliability. To know the reasons why there may be different accounts of history. D&T Electricity Technical knowledge Know how to: reate simple electrical circuits and components e.g. bulbs, switches or buzzers that can be used to create functional products Link scientific knowledge by using lights, switches, or buzzers Use electrical systems (series or parallel) to enhance the quality of the product Know that mistakes can be avoiced by measuring carefully Designing To persevere and adapt work when original ideas do not work To know that a design can be based upon reserach Making To know which material is likely to give the best outcome To measure accurately Evaluating To present a product in an interesting way To know that existing products can be		To begin to know and implement acceptable use of digital devices in addition to their user agreements. Be aware of restrictions when using digital devices and social media. 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. Understand and be able use a range of different apps. Moses Montefiore
				evaluated		
Year 5	Across the Pond	Stargazers	Marvels of Matter	evaluated Gods and Mortals	Tides of Change	
Year 5		Stargazers How do we know what's out there?		Gods and Mortals	Tides of Change	
Year 5	Across the Pond Why care about North America?	How do we know what's out there?	Marvels of Matter How are rocks formed?		Has Ramsgate changed?	
Year 5	Why care about North		How are rocks formed?	Gods and Mortals Which Greek invention has had the		
Year 5	Why care about North	How do we know what's out there? Astrophysics • To know the movement of the Earth, and other		Gods and Mortals Which Greek invention has had the	Has Ramsgate changed? Astrophysics •To know that unsupported objects fall towards the Earth because o	of the force of gravity acting
	Why care about North America? Taxonomy	How do we know what's out there? Astrophysics • To know the movement of the Earth, and other planets, relative to the Sun in the solar system. • To know and be able to describe the movement of	How are rocks formed? Geology •To know how to compare and group materials	Gods and Mortals Which Greek invention has had the greatest impact on us? History •To know that the Ancient Greeks	Has Ramsgate changed? Astrophysics • To know that unsupported objects fall towards the Earth because obetween the Earth and the falling object.	
	Why care about North America? Taxonomy •To know and be able to describe the	How do we know what's out there? Astrophysics • To know the movement of the Earth, and other planets, relative to the Sun in the solar system. • To know and be able to describe the movement of the Moon relative to the Earth.	How are rocks formed? Geology	Gods and Mortals Which Greek invention has had the greatest impact on us? History •To know that the Ancient Greeks influenced the Western world.	Has Ramsgate changed? Astrophysics •To know that unsupported objects fall towards the Earth because o	
	Why care about North America? Taxonomy •To know and be able to describe the differences in the life cycles of a mammal, an amphibian, a reptile, an	How do we know what's out there? Astrophysics • To know the movement of the Earth, and other planets, relative to the Sun in the solar system. • To know and be able to describe the movement of	How are rocks formed? Geology • To know how to compare and group materials together, according to whether they are solids, liquids or gases. • To know that some materials change state when they	Gods and Mortals Which Greek invention has had the greatest impact on us? History •To know that the Ancient Greeks	Has Ramsgate changed? Astrophysics • To know that unsupported objects fall towards the Earth because o between the Earth and the falling object. • To know the effects of air resistance, water resistance and friction, surfaces. • To know how to explore up thrust and investigate how to sink a both	, that act between moving ottle.
	Why care about North America? Taxonomy • 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.	How do we know what's out there? Astrophysics • To know the movement of the Earth, and other planets, relative to the Sun in the solar system. • To know and be able to describe the movement of the Moon relative to the Earth. • To know that the Sun, Earth and Moon are approximately spherical bodies. • To know how to use the idea of the Earth's rotation	How are rocks formed? Geology • To know how to compare and group materials together, according to whether they are solids, liquids or gases. • To know that some materials change state when they are heated or cooled, and measure or research the	Gods and Mortals Which Greek invention has had the greatest impact on us? History •To know that the Ancient Greeks influenced the Western world. •To know that Ancient Greece was a civilization that existed in the Mediterranean region from the 8th century BCE to the 6th	Has Ramsgate changed? Astrophysics • To know that unsupported objects fall towards the Earth because of between the Earth and the falling object. • To know the effects of air resistance, water resistance and friction, surfaces. • To know how to explore up thrust and investigate how to sink a both of the body of the weight of air by investigating inflated as the surface of the weight of air by investigating inflated as the surface of	that act between moving ottle. and deflated balloons.
	Why care about North America? Taxonomy •To know and be able to describe the differences in the life cycles of a mammal, an amphibian, a reptile, an	How do we know what's out there? Astrophysics • To know the movement of the Earth, and other planets, relative to the Sun in the solar system. • To know and be able to describe the movement of the Moon relative to the Earth. • To know that the Sun, Earth and Moon are approximately spherical bodies. • To know how to use the idea of the Earth's rotation to explain day and night and the apparent movement	How are rocks formed? Geology • To know how to compare and group materials together, according to whether they are solids, liquids or gases. • To know that some materials change state when they	Gods and Mortals Which Greek invention has had the greatest impact on us? History •To know that the Ancient Greeks influenced the Western world. •To know that Ancient Greece was a civilization that existed in the Mediterranean region from the 8th century BCE to the 6th century CE.	Has Ramsgate changed? Astrophysics • To know that unsupported objects fall towards the Earth because o between the Earth and the falling object. • To know the effects of air resistance, water resistance and friction, surfaces. • To know how to explore up thrust and investigate how to sink a both	that act between moving of the control of the contr
	Why care about North America? Taxonomy • 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. • To know the life process of	How do we know what's out there? Astrophysics • To know the movement of the Earth, and other planets, relative to the Sun in the solar system. • To know and be able to describe the movement of the Moon relative to the Earth. • To know that the Sun, Earth and Moon are approximately spherical bodies. • 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.	How are rocks formed? Geology • To know how to compare and group materials together, according to whether they are solids, liquids or gases. • 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). • To know the part played by evaporation and	Gods and Mortals Which Greek invention has had the greatest impact on us? History •To know that the Ancient Greeks influenced the Western world. •To know that Ancient Greece was a civilization that existed in the Mediterranean region from the 8th century BCE to the 6th	Has Ramsgate changed? Astrophysics • To know that unsupported objects fall towards the Earth because of between the Earth and the falling object. • To know the effects of air resistance, water resistance and friction, surfaces. • To know how to explore up thrust and investigate how to sink a both of the towards of t	that act between moving of the control of the contr
	Why care about North America? Taxonomy • 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. • To know the life process of reproduction in some plants and animals	How do we know what's out there? Astrophysics • To know the movement of the Earth, and other planets, relative to the Sun in the solar system. • To know and be able to describe the movement of the Moon relative to the Earth. • To know that the Sun, Earth and Moon are approximately spherical bodies. • To know how to use the idea of the Earth's rotation to explain day and night and the apparent movement	Geology • To know how to compare and group materials together, according to whether they are solids, liquids or gases. • 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). • To know the part played by evaporation and condensation in the water cycle and associate the rate	Gods and Mortals Which Greek invention has had the greatest impact on us? History •To know that the Ancient Greeks influenced the Western world. •To know that Ancient Greece was a civilization that existed in the Mediterranean region from the 8th century BCE to the 6th century CE. •To know that Ancient Greece was made up of independent city-states, such as Athens and Sparta, each with its own government	Has Ramsgate changed? Astrophysics • To know that unsupported objects fall towards the Earth because of between the Earth and the falling object. • To know the effects of air resistance, water resistance and friction, surfaces. • To know how to explore up thrust and investigate how to sink a bool. • To know how to explore the weight of air by investigating inflated all. • To know how to investigate water resistance by creating different solution. • To know how to investigate how the size of a boat's hull affects the History	ottle. and deflated balloons. sized boats for hulls. e speed of its movement.
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- Know how to explain where the main mountain regions are in the UK and North America
- Know how to locate time zones and work out time differences
- To know and understand that there are geographical similarities and differences between North America and the UK and be able to describe
- Know the names of and locate some of the world's deserts
- To know how to describe the environmental regions and human characteristics of countries in North America
- To know that deserts can be hot and cold

- Anglo-Saxon art was characterized by intricate metalwork, such as decorative brooches, buckles, and weapons, often adorned with intricate patterns and animal motifs.
- Anglo-Saxon literature, particularly epic poetry, played a significant role in their culture. Beowulf, an epic poem, is one of the most famous surviving works from this period.

The conversion to Christianity had a profound impact on Anglo-Saxon art and culture, leading to the construction of grand churches, the production of illuminated manuscripts, and the spread of monasticism.

To know that the Anglo Saxons and Scots settled in Britain.

- To know how to identify changes and make links within and across the time periods studied.
- To know how to sequence historical periods.
- To know how to identify changes within and across historical periods.
- To know how to compare a wide range of periods. To know that the chronological positions of periods studied sometimes overlap or occur concurrently.
- To know how to ask a range of questions about the past.
- To know how to choose reliable sources of evidence to answer questions.
- Know that they need to question the reliability of sources.
- •To know that there is often not a single answer to historical questions.
- To know how to give clear reasons why there may be different accounts of history.
- To know how to evaluate evidence to choose the most reliable forms.

To know why there may be different accounts of history.

- To know that Ancient Greece had a strong emphasis on education and intellectual pursuits, with philosophers like Socrates, Plato, and Aristotle making important contributions to philosophy and critical thinking
- To know why an ancient society is considered advanced in relation to that period of time in Europe.
- To know that the Ancient Greeks influenced the Western world
- To know how to sequence historical periods.
- To know how to identify changes within and across historical periods.
- To know that comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.
- Know that they need to question the reliability of sources.
- To know that there is often not a single answer to historical questions.
- To know that people (now and in the past) can represent events and ideas in ways that persuade others.
- To know how to give clear reasons why there may be different accounts of history.
- To know how to evaluate evidence to choose the most reliable forms.

To know why there may be different accounts of history.

D&T Cams

Technical knowledge

- To know that products need to be strong and fit for purpose by being precise
- To know that cams can be used to create movement
- To know that a 3D frame can be reinforced and strengthened.

 Designing
- To produce a detailed step by step plan
- Use exploded diagrams
- Know that design criteria can be developed

Making

- To use a range of tools and equipment competently
- Make a product that relies on cams **Evaluating**
- To evaluate appearance and unction against original criteria
- To know that the purpose and appearance of a product can be evaluated

Computing

Children will use Scratch to create an animation retelling a Greek myth of their choice. They will include a background and a number of sprites with changing colours and movements. Children will also be learning about computer systems in discrete lessons.

- To know that a username and password are not to be shared and understand what might happen if they were shared. Be able to give a detailed and concise explanation.
- To know how they might make their own password (using a range of upper/lower case letters) and remember it without using obvious information.

- To know how geography of Ramsgate has changed over time due to sea level change
- To know that the impact of human and physical geography have not stopped and will impact its future.
- To know how human and physical geography are interlinked
- •To know the human impact on coastlines, as a result of settlements, land use and economic activity.
- •To know how the human need for energy has impacted on local environments.
- To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To know how to gather and record information about the local area through observation

D&T Gears and Pullevs

echnical knowledge

- To know how link scientific knowledge to design by using pulleys or gears
- Know that products need to be strong and fit for purpose by being precise
- Know that pulleys and gears can be used to create movement

Designing

- To come up with a range of ideas after collecting information from different sources
- Explain how a product will appeal to a specific audience
- Design a product that requires pulleys or gears

Making

- To make a prototype before making a final version
- Make a product that relies on pullies or gears

/aluating

• To suggest alternative plans; outlining the positive features and drawbacks

Computing

Children will be using TinkerCAD to design part of their Thematic project focusing on the use of gears and pulleys.

- To know what to do if they see something on a digital monitor (digital devices) that they do not like and be able to explain how to report this content, and why this is important.
- To know and implement acceptable use of digital devices in addition to their user agreements.
- To know that identities can be hidden on the internet and understand the repercussions of this.
- To know that search engines use different rules to rank results
- To know the limitations of search engines and how they can be influenced
- To be able to be aware of restrictions when using digital devices and social media and understand why.
- To be able to use Tinker CAD for designing.
- •

				To know that that a computer system	
				features inputs, processes, and	
				outputs.	
				To know what script is and to know	
				what a loop is and use it within a	
				Scratch program.	
				To be able to understand their digital	
				footprint (caches) and how things that	
				are published on the internet cannot be	
				removed.	
				Be able to alter the costume of a Sprite	
				for a specific purpose on Scratch.	
				Be able to use variables on Scratch to	
				make objects/sprites change colour	
				when pressed.	
				Introduce movement to create a simple	
				animation (eg the sprite will raise his	
				hat, eyebrow or stick out tongue)	
				nat, eyebrow or suck out tongue)	
Year 6	Darwin's Delight	My Home, My Country	How to mind your heart	WW2 - Paths to Peace	Light it Up
	Do things change for the	How does my home impact me?	Does your heart rule your head?	Can you win a war?	How do we see the light?
	better? /	, , , , , , , , , , , , , , , , , , , ,		· · · · · · · · · · · · · · · · · · ·	
	-	History	Human Biology	What is courage?	Electrology & Optics
	Is change good?				Liectrology & Optics
		To know that the Viking and Anglo-Saxon struggle	To know the main parts of the human circulatory	History	Electrology
	Human Biology & Taxonomy	for the Kingdom of England took place during the	system, and describe the functions of the heart, blood		To associate the brightness of a
		Viking Age, which lasted from the late 8th century to	vessels and blood.	•To know that the Allied powers, including the United States, Soviet Union, United Kingdom, and others,	lamp or the volume of a buzzer
	Human Biology	the early 11th century.	To know the impact of diet, exercise, drugs and	worked together to defeat the Axis powers and end World War II.	with the number and voltage of
	 To know that living things have 	• To know that the Vikings, seafaring warriors from	lifestyle on the way their bodies function.	•To know that the United Nations (UN) was established in 1945 as an international organization dedicated to	cells used in the circuit
	changed over time and that fossils	Scandinavia, began raiding England in the late 8th	 To know the ways in which nutrients and water are 	maintaining peace and security, promoting human rights, and fostering cooperation among nations.	To compare and give reasons
	provide information about living	century and later sought to conquer and settle in the	transported within animals, including humans.	• To know that the United Nations Charter, which serves as the foundation of international law, was created to	for variations in how components
	things that inhabited the Earth millions	land.		prevent future conflicts and promote peaceful resolutions through diplomacy and negotiation.	function, including the brightness
	of years ago.	• To know that the Anglo-Saxon kingdoms of	D&T	•To know that the Nuremberg Trials were held after World War II to hold Nazi leaders accountable for their war	of bulbs, the loudness of buzzers
	To know that living things produce	England, such as Wessex, Mercia, and Northumbria,	Food Technology	crimes and crimes against humanity, sending a message that such actions would not go unpunished.	and the on/off position of
	offspring of the same kind, but	faced repeated Viking invasions and attacks, leading	To know how to:	To know how some changes affect life today.	switches
	normally offspring vary and are not	to conflicts and power struggles.	Prepare a meal by collecting the ingredients in the	To know significant changes have had a major impact on life today.	To use recognised symbols
	identical to their parents	To know that the Anglo-Saxon king, Alfred the	first place	To know how to give own reasons why changes may have occurred, backed up with evidence.	when representing a simple circuit
	To know how animals and plants are	Great, played a significant role in resisting Viking	Know which seasons various foods are available for	• To know how to use dates and historical period terms accurately e.g. social, religious, political, technological	in a diagram
	adapted to suit their environment in	invasions and establishing a period of relative peace	harvesting	and cultural.	and diagram
	different ways and that adaptation	and stability in the late 9th century.	Adapt and aspect of a recipe	To know that the chronology of significant events in history subsequently shaped different societies.	Optics
	may lead to evolution.	• To know that the Danelaw was a region in England	Understand the difference between a savoury and	Know that comparing and contrasting the characteristics of each period, leads to an understanding about the	To know that light appears to
	• To know the work of Grace Hopper,	where Viking influence was particularly strong, and it	sweet dish	impact of one period of time on another.	travel in straight lines.
	Charles Darwin, Sir Tim Berners-Lee,	existed as a semi-independent territory under Viking	Know that the seasons affect the food available		To know how to usethe idea
	Rosalind Franklin, Wilhelm Röntgen	control during the 9th and 10th centuries.	Designing	To know the most appropriate source of evidence for particular tasks.	that light travels in straight lines
	and Esther Lederberg.	• To know that the Viking ruler Cnut (Canute)	To know how to use market research to inform plans	To know how to evaluate the usefulness and accurateness of different sources of evidence.	to explain that objects are seen
		eventually became the king of England in the early	and ideas	To know how to use a range of sources to form own opinion about historical events.	because they give out or reflect
	Taxonomy	11th century, marking a period of Viking rule over the	Follow and refine original plans	To know that some sources of evidence are more useful than others.	light into the eye.
	• To describe the differences in the	Anglo-Saxon kingdom.	Making		To know that we see things
	life cycles of a mammal, an amphibian,	• To know that Edward the Confessor, the last Anglo-	To know which tools to use for a specific practical	To know that the past has been represented in different ways.	because light travels from light
	a reptile, an insect and a bird.	Saxon king of England, ascended to the throne in	task	• To know that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of	sources to our eyes or from light
	To describe the life process of	1042, marking the end of Viking rule and the	To know how to use tools safely	history.	sources to objects and then to our
	reproduction in some plants and	beginning of a period of stability before the Norman	Evaluating		eyes.
	animals	Conquest in 1066.	To know how to test and evaluate designed products	Geography	To know how to use the idea
	To know that living things have	To know how some changes affect life today.	To explain how products should be stored and give	ocographi)	that light travels in straight lines
	changed over time and that fossils	To know significant changes have had a major	reasons	Know why are industrial areas and ports are important.	to explain why shadows have the
	provide information about living	impact on life today.		Know why are industrial areas and ports are important Know main human and physical differences between developed and developing nations.	same shape as the objects that
	things that inhabited the Earth millions	Know how to describe similarities and differences		Know main human and physical differences between developed and developing nations To know how to evaluin the formation of mountain ranges.	cast them.
	of years ago.	between some people, events and objects studied.		• To know how to explain the formation of mountain ranges	To explore the work of Sir Isaac
	To know that living things produce	To know how to make links between some		• To know how to collect and analyse statistics and other information in order to draw conclusions about	Newton, Alhazen, Kepler and
	offspring of the same kind, but	features of past societies		locations and compare these to those studied earlier noting any changes over time	James Clerk Maxwell
	normally offspring vary and are not			 To know how to explain how countries and geographical regions are interconnected and interdependent To know how to explore how trade links are influenced by natural resources such as energy, food, minerals 	
	identical to their parents	To know that the Vikings and Anglo Saxons fought		and water	D&T
	To know how animals and plants are adapted to suit their any irrepress in	over the Kingdom of England until 1066.		and water	Electricity
	adapted to suit their environment in				Technical knowledge
	different ways and that adaptation	To know how to use timelines to order events,			Know how to:
	may lead to evolution.	periods and cultural movements from around the			Explore more complex electrical
	To explore the work of Grace Hand on Charles Damyin Gir Time	world.			circuits and components, e.g.
	Hopper, Charles Darwin, Sir Tim	To know how to identify and compare changes			resistors or LEDs, to create
	Berners-Lee, Rosalind Franklin,	within and across different periods.			functional products
	Wilhelm Röntgen and Esther	Know that comparing and contrasting the			Use electrical systems correctly
	Lederberg.	characteristics of each period, leads to an			and accurately to enhance a given
		understanding about the impact of one period of			product e.g. using transistors or
	Geography	time on another.			chips
					Designing
		I .	I and the second	1	

 Know how to use maps and globes 	To know that the chronology of significant events in	• To know that a design
to locate the equator, the Tropics of	history subsequently shaped different societies.	specification is used to gu
Cancer and Capricorn and the		thinking
Greenwich Meridian	Know that there are patterns that follow	Making
 Know how to plan a journey within 	throughout history.	• To know what tools and
the UK, using a road map	tasks.	materials are used for
	To know how to evaluate the usefulness and	Evaluating
	accurateness of different sources of evidence.	• To know how to test an
	To know how to use a range of sources to form	evaluate designed produc
	own opinion about historical events.	
	To know that the past has been represented in	
	different ways.	
	To know how to suggest accurate and plausible	
	reasons for how/ why aspects of the past have been	
	represented and interpreted in different ways.	
	Geography	
	•To know that developing nations differ compared	
	to developed nations	
	Use Google Earth to locate a country or place of	
	interest and to follow the journey of rivers, etc.	
	Know what most of the ordnance survey symbols	
	stand for	
	To know how to use a range of resources to give	
	detailed descriptions and opinions of the features of	
	locations	
	• To know how to use fieldwork skills learnt and	
	record the findings in a range of ways	
	•To know which representation is most effective to	
	use	
	•To know how to read a range of maps	
	Know how to use 6 figure grid references	