

Local Area Study				
Subject	Year 3	Year 4	Year 5	Year 6
Focus	Chetwynd School Location school grounds	Local area home study. Purcell Avenue/Magyar Crescent/ Caroline Close/Gipsy Lane – Are the houses similar/different? How? Ch to sketch variants of home. Think about vocabulary – terraced, semi-detached, detached etc. How old are the homes? Which were built first? When was the school built in relation to the surrounding homes? Relate to Maple Park / Sterling Metals.	Canals and Railways End of the field! Canal walk.	George Eliot School or visit the Griff House if they would allow?
History	When was it built? Who was the first Head Teacher?	What is the range in the ages of the local house? Why so many estates? When was Caroline Close built? Census. What is a census? Why is it done? How often? What is learnt from it? Are changes made to the local area?	Why were they built? How did this change Britain?	Who was George Eliot? Where did she live? Why is she remembered? Comparison of photos of the original Griff House?
Geography	Location – Road networks? Quarry Commuter location. Caroline Close Maps of the school Orienteering.	Changes to physical landscape. What has been the Human impact on local area? Compare 1890's, 1950's and today. Maple Park – used to be a factory site. Compare maps of the area. What has changed? Why? What has the impact been on the landscape? When was the housing estate developed on Maple Park?	Comparison of links to the rest of the country. Physical impact of canals and railways -human impact. Comparison with HS2?	What were the locations she wrote about? How have they changed over time? What would be different if we compared maps from then to now?
PSHE	Why did the local area need a new school?	Should we lose natural green space for more houses? Debate of building on the school field. Looking at positives/negatives.	Who were the labourers and how did this change Britain?	Why did women have to write as men? How has life changed for women?
Literacy	Imagine you were going to interview the first Head Teacher, Child, parent of the school. What would you want to ask?	Should we lose natural green space for more houses? Write a letter to Miss Lawes persuading her to sell / not sell the field for housing.	Shadow Play	Biography Dissect an appropriate paragraph of a novel to establish the style of writing and use of language. How does it differ to modern language and writing styles?
Numeracy		Time/Chronology/Dates. Compare dates of homes – oldest/youngest/find the difference. Compare / read data from the latest census (2021).		

Chetwynd Junior School Foundation Overview

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	Autumn			Spring			Summer		
Year 4	Title: Legacy			Title: Land Locked			Title: Traders and Raiders		
	Global Theme: Environmental: Extreme events, volcanic eruptions and earthquakes (Geography) British Value: Tolerance & Mutual Respect PSHE: Protective behaviours, healthy relationships- responding. Loss SMSC: reflection and collective worship. Children's SEF, Charter, Antibullying, Harvest production Focus: Romans Topic Showcase:			Global Theme: Environmental: Climate changes and weather patterns. (Geography) British Value: Rule of Law & Democracy PSHE: E Safety. Family relationships, stereotypes SMSC: reflection and collective worship, Environmental awareness, residential Focus: Food & Framing including Anglo Saxons Topic Showcase:			Global Theme: Environmental: Plants and growth, increasing plant diversity, improving and investigating of our outdoor spaces.(Science) British Value: Individual Liberty PSHE: Wellbeing – identified strengths. Goal setting, money choices SMSC: Reflection and worship, mental health Focus: Vikings Topic Showcase:		
	HISTORY: A study of the Roman Empire and its impact on Britain. Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43. Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision. Understand through explanation the difference between historical evidence and legends and folklore. Identify and describe the key features of the layout of typical Roman towns.		GEOGRAPHY: Identify the structure of the Earth. Describe what happens at plate boundaries. Explain the key features of a volcano. Locate famous volcanoes. Explain the effect of earthquakes on land and people.	HISTORY: A study of Britain's settlement by Anglo-Saxons and Scots. Interpret both primary and secondary sources of evidence to describe and explain what contributed to the Romans abandoning Britain. Describe and explain why Anglo-Saxon settlers created village communities. Recognise and describe some of the changes that occurred as a result of the country's conversion to Christianity and evaluate the impact. Identify and describe the artefacts that were discovered at Sutton Hoo, explain why they are so important reach a judgment as to how the burial would have been carried out.		GEOGRAPHY: Locate UK countries, regions, counties and cities. Identify food production in the UK. Understand how land use in the UK has changed over time and how this links to economic activity. Use maps to identify food production and distribution areas of the world. Understand the impact of seasonality on food production around the world.	HISTORY: A study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. Describe and give reasons for the Viking invasions, identify and explain the importance of the long ships, explore the ideas of historical myths. Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed .		GEOGRAPHY: Identify the lines of latitude and explain how they link to climate. Identify and compare climate zones. Explain the differences between the Northern and Southern Hemispheres. Identify, describe and observe weather patterns.
	ART: Developing skills in 3D sculpturing. Make a Roman clay pot. Use clay and experiment with other mouldable materials to sculpt . Exploring a range of materials to print with and on to – creating Faith patterns . Know how artists have developed their techniques and experiment with their style. Use a variety of materials to print using different colours .	DT: Make Roman style bread. Cooking and nutrition: explore a healthy diet and where food comes from. Know how to be hygienic and safe when using food Bring a creative element to the food product being designed Evaluate process. Design, make and evaluate a Roman aqueduct, assembling, joining and combining materials . Persevere and adapt work when original ideas do not work Team work challenge.	MUSIC: Harvest Production focus. Learn songs, compose accompaniments, rehearse and perform as a collective. KAPOW – sing a song in time and in tune. Identify motifs and repeated patterns and create their own.	ART: Developing skills in Sketching and Drawing. Create Celtic patterns. Pencil work- to create line, tone and shape to show movement. Use different grades of pencils for effect. Appreciation of artist studying Bayeux Tapestry: how they were achieved. Final piece Bayeux appreciation (open to interpretation) Explain some of the features of art from historical periods. Know how different artists developed their specific techniques. Experiment with different styles which artists have used.	DT: Design, make and evaluate and Anglo Saxon brooch – focus on a fastening . Communicate ideas in a range of ways, including sketches and drawings which are annotated. Measure, make cuts and make holes. Design, make and evaluate an Anglo Saxon purse – sewing focus - That a single fabric shape can be used to make a 3D textiles product. Evaluate products for both their purpose and appearance.	MUSIC: Music Appreciation – Comparison of classical (Mozart) and modern music (Stevie Wonder). Listen, appreciate, and have an understanding of the History of Music. KAPOW – Play a chord with two notes and more complicated rhythms with time and rests. Create an eight-beat break.	ART: Developing ideas through ICT, focus on digital images into art. Viking long ships. Create a piece of art work which includes the integration of digital images they have taken, scanned or found online. Identify and draw simple objects, and use marks and lines to produce texture. Explore use of paint to add detail, focus on different techniques. Create a wash to make seascapes. Make and match colours with increasing accuracy. Use more specific colour Language, e.g. tint, tone, shade, hue. Show increasing independence and creativity with the painting process.	DT: Design, make and evaluate – an electric circuit quiz board. Links scientific knowledge by using lights, switches or buzzers. Use electrical systems to enhance the quality of the product Science link. Design, make and evaluate – a Viking long ship with water proof features – make adaptations, evaluate and improve Know which material is likely to give the best outcome. Apply understanding of how to strengthen, stiffen and reinforce complex structures.	MUSIC: Music Appreciation – Explore a British Musician (Elton John) Listen, appreciate, and have an understanding of the History of Music. KAPOW – Recognise minims, crotchets and quavers. Move and sing as a team and perform rhythms accurately.

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Year 4	Autumn		Spring		Summer							
	Title: Legacy		Title: Land Locked		Title: Traders and Raiders							
	SCIENCE: Sound. Understand how sound is made. Explain that sound is created by vibrations. Recognise that pitch is how high or low a sound is. Understand that volume is the term given to how loud or quiet a sound is. Investigate changes in volume. Label parts of the human ear and know their role when hearing sounds.		R.E: Expressing Understand that Harvest is a key event in the Christian calendar. Recognise other key Christian festivals and discuss how they are celebrated. Respect the opinions of others. Understand the importance of Diwali in the Hindu calendar. Compare and contrast the use of light in Hindu and Christian festivals.		SCIENCE: Living things and their habitats. Identify features of Vertebrates and Invertebrates. Understand key features and use a classification key to identify specific species. Recognise the difference between a man-made and a natural environmental change. Explain how changes affect the planet and the population. Animals including humans. Understand what a food chain is and what information it shows. Create food chains. Name and identify features of human teeth. Explain how to keep teeth clean. Understand human digestion. Name and label internal organs related to human digestion and explain their role in the process. Identify key food groups. Plan a healthy meal.		R.E: Living Appreciate and respect What it means to be a Muslim in Britain today. Explain and describe key features of Islam – 5 Pillars. Understand that followers of Islam give to charity. Identify key areas of a mosque building and their purpose. Share thoughts and opinions on their life and explain how it is like a journey. Respect the opinion of others.		SCIENCE: States of matter. Identify three states of matter. Read a thermometer accurately. Freeze water and investigate differences in melting conditions. Understand the process of the Water Cycle. Explain key changes of state – evaporation/condensation. Electricity. Understand what electricity is and how it is used. Know and name components of an electrical circuit. Create a circuit that lights a bulb. Understand the terms conductor and insulator. Investigate circuit creation and the use of insulators. Communicate findings and show evaluative skills.		R.E: Believing Appreciate thoughts and opinions of people who follow the Christian faith. Why is Jesus inspiring to some people? Understand the meaning of and impact of the word inspiring. What does inspiring mean? Respect the teachings of the Christian faith. What do Christians think of Jesus and his teachings? Describe and explain key features of the Christian faith. Respect the opinion of others.	
	ICT: Online Safety (2Connect, Mind Map, 2Publish Plus Display boards, Project Evolve) Understanding their digital footprint and plagiarism. Spreadsheets (2Calculate + Excel) Understanding formula and applying it. Coding (2Code) Algorithms, coding and debugging.	MFL: Speaking & Listening: engage in conversations, ask and answer questions. Reading & Writing: develop accurate pronunciation through reading and write words/short sentences. Story focus: Jack & Beanstalk.	Indoor PE: Dance – Focus on creating characters and narrative through movement and gesture. Outdoor PE: Netball – develop attacking and defending principles of invasion games. Tag Rugby - develop attacking and defending principles of invasion games.	ICT: Effective Searching (Browser, 2Quiz, 2Connect) Reliability of websites and locating information. Writing for different audiences. (2Simulate, 2Connect, 2Publish, Microsoft Word) Topic research. Hardware Investigators (2Connect, 2Quiz) Understand and recall computer parts.	MFL: Speaking & Listening: engage in conversations, ask and answer questions. Reading & Writing: develop accurate pronunciation through reading and write words/short sentences. Story focus: Little Red Riding Hood.	Indoor PE: Gymnastics – develop balancing, rolling, jumping and inverted movements. Outdoor PE: Cricket – develop understanding of striking and fielding and expand on their knowledge of different roles. Rounders – develop throwing, catching and batting skills.	ICT: Logo (Textease Turtle) Programming complex algorithms, defining procedures and key computing vocabulary. Animation (2Animate) Understanding and applying the features of animation. Lego Robotics (Lego WeDo + Programming) Collaboration, create and debug, logical reasoning, brainstorming and simulating physical systems.	MFL: Speaking & Listening: engage in conversations, ask and answer questions. Reading & Writing: develop accurate pronunciation through reading and write words/short sentences. Story focus: The Hungry Caterpillar.	Indoor PE: Yoga – develop mindfulness and body awareness. Improve strength, flexibility and balance. Orienteering – develop problem solving skills. Outdoor PE: Tennis - pupils develop key skills, such as racket control, hitting a ball and how to score points. Athletics - develop basic running, throwing and jumping techniques. Set challenges that focus on distance and time.			