

	Local Area Study			
Subject	Year 3	Year 4	Year 5	Year 6
Focus	Chetwynd School Location school grounds	Local area home study. Walk in the local area.	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.	When and why were they built? How are they used today compare to then? 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?	Comparison of links to the rest of the country. Where are our local canals? How are they used? 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? What is the school field were to be sold off for housing?	Who were the labourers? Why did they come to Britain? What could Britain offer them 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?	Focus on a house from the census from a local street. How do the occupants change over time? Can the children create a timeline for the house?	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.	Chronology, distance travelled	

Chetwynd Junior School Foundation Overview

	Autumn			Spring			Summer			
Year 5	Global Theme: Equality: Human and physical differences between developed countries and 3rd world countries e.g. India. (Geography) British Value: Tolerance & Mutual Respect PSHE: Protective behaviours, healthy relationships. Shared goals SMSC: reflection and collective worship. Children’s SEF, Charter, Antibullying. Focus: Battle of Bosworth Topic Showcase:			Global Theme: Equality: Natural resources, cities and developments (Geography) British Value: Rule of Law & Democracy PSHE: E safety. relationships SMSC: reflection and collective worship, Environmental awareness, residential. Focus: Tudors Topic Showcase:			Global Theme: Equality: Economic and societal inequalities, understanding of equal rights. (PHSE) British Value: Individual Liberty PSHE: healthy lifestyles – food choices. Grief and loss. Conflict SMSC: Reflection and Worship mental health. Focus: Victorians Topic Showcase:			
	History: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 focusing on the Battle of Bosworth. Recognise that the War of the Roses was fought between two families. Explain and describe why Richard III was a significant historical figure. Summarise the story of the ‘Princes in the Tower’. Use a range of sources to make reasoned judgements about a historical event. Demonstrate an understanding of what impact the Battle of Bosworth had on Britain.		Geography: Recognise and understand map symbols. Demonstrate an understanding of four-figure grid references. Use maps to locate the route to Bosworth from our school. Apply knowledge of map symbols to create a pictorial route to Bosworth. Use old and modern-day maps to compare and evaluate the land use of the Bosworth area.	History: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 focusing on the Tudors with an understanding of Crime and punishment in Britain and explore how it has changed over the years. Understand and explain the significance of Henry VIII. Compare and contrast the similarities and differences of Tudor school life with that of modern Britain. Demonstrate an understanding of Tudor fashion and identify the differences between rich and poor. Demonstrate an understanding of religion in Tudor times and how this has impacted Britain today.		Geography: Locate North America including through using latitude and longitude. Understand the human and physical geography of the Rockies. Summarise the impact of the volcanic eruptions at Mount St Helens. Evaluate the key features of a US state. Compare and contrast New York with our local area.	History: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 focusing on the Victorian era and the British empire. Demonstrate an understanding of how the Victorian era, events and inventions changed Britain. Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony. Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choices. Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared.		Geography: Locate the world’s ‘Seven Summits.’ Describe the key features of mountains and explain how they are formed. Summarise how mountains affect climate. Locate the UK’s highest mountains. Evaluate the importance of the Himalayas.	
	ART: Developing skills in sketching and drawing. Draw flags and banners - focus on experimenting with different grades of pencils to make marks and lines and show texture. Creating mood and feeling. Create a clay model/sculpture of a Tudor rose using tone, shape, colour to show form – 3D sculpture.	DT: Design and make a flag. Evaluate their product against their own design criteria. Textiles – a 3D textiles product can be made from a combination of fabric shapes. Food technology – Biscuits - Learn how to follow a recipe, adapt a recipe and measure ingredients.	MUSIC: Music Appreciation – Music through the decades. Listen, appreciate, and have an understanding of the History of Music. Kapow – South and West Africa	ART: Create a piece of artwork that includes the integration of digital media. Tudor Family/royal family including collage. Know how to use images scanned and found and use software to alter them and integrate them with other media to create art. Tudor portrait - Using drawing skills, knowledge of styles that artists have used. Add different media to paint to create different effects, add texture and interest. Demonstrate a secure knowledge of colour mixing and express emotions accurately through sketches and painting.	DT: Design and make a photo frame Develop, plan and communicate their ideas – collect a range of ideas and information to inform their design. Evaluate an original product and develop ways to improve the product design. Children to evaluate appearance and function against original criteria to compare. Year 5 production – prop making.	MUSIC: Year 5 Blues - kapow Production focus- Learn songs, compose accompaniments, rehearse and perform as a collective. Musical Theatre - Kapow	ART: Developing skills in printing, create an accurate design and block print inspired by William Morris. Use a variety of materials, techniques and colours to produce a print that meets the criteria. Learn about the work of others and show reflections of work in their sketchbooks. Appreciation of an artist, Henri Julien Felix Rousseau – explore inspirations and intentions. Create an artist appreciation board/final piece inspired by researched artist. Show reflections. Explain why they have chosen specific materials to draw with.	DT: Fairground ride - Design a product that requires pulleys or gears, producing a step by step plan. Use a range of tools and equipment competently. Evaluate, suggesting alternative plans. Making structures – Bridges. Know how to reinforce and strengthen a 3D framework Evaluate if their product is strong and fit for purpose.	MUSIC: Music Appreciation – Victorian Music Halls and Elgar. Show appreciation, understand the influence of Music and about its History. Improvise, compose and perform. Looping and remixing - Kapow	

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	Science: Forces & Magnets – Feel the force Investigate friction and gravity Living things and habitats – reproduction in plants and animals describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals Animals including humans – Circle of Life. describe the changes as humans develop to old age			Science: Earth and Space – physics focus. Research the movement, size and scale of different celestial bodies. Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Study how the earth's rotation create day and night.			Science: Properties and changes of materials. Comparing and grouping materials based on properties. Reversible and Irreversible changes and Changes in state. Explore separation, including through filtering, sieving and evaporating Investigate and give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic		
	R.E: Believing If God is everywhere, why go to a place of worship? Recognise the beliefs of others and be tolerable and respectful at all times towards different opinions (British Values). To demonstrate compassion and understanding for each other. What are places of worship for? What is the most important function?			R.E: Expressing Why do some people believe God exists? Christian and non-religious beliefs. Recognise the beliefs of others and be tolerable and respectful at all times towards different opinions (British Values). To demonstrate compassion and understanding for each other. Listen and re-tell the events of the Easter Story. Be a part of the Year group production to perform the Easter Story.			R.E: Living What does it mean to be a Sikh in Britain today? Recognise the beliefs of others and be tolerant and respectful at all times towards different opinions (British Values). To demonstrate compassion and understanding for each other.		
	ICT: Online Safety - Responsibilities and support when online; protecting privacy and citing sources and reliability. Coding - Simulating a physical system; decomposition and abstraction; friction and functions; introducing strings. (Using 2 code) Game Creator - Creating a game environment; sharing and evaluating. (Using 2DIY 3D)	MFL: Speaking & Listening - engage in conversations, ask and answer questions. Speak in sentences using familiar vocabulary. Reading & Writing - develop accurate pronunciation through reading. Describe people, places, things and actions orally, in writing and then build sentences using connected verbs. Story focus: Jack & the Beanstalk	Indoor PE: Dance – Use movement to explore and communicate ideas and issues. Develop an awareness of historical and cultural origins. Outdoor PE: Basketball - Develop attacking and defending principles. Football - Develop maintaining possession and moving towards the goal to score a goal	ICT: Word processing - Inserting images; considering copyright; editing images; presenting data in tables; using templates. 3D modelling - Making a net; using the paint tools; moving points; designing and printing for purpose. (Using 2design and make)	MFL: Speaking & Listening - engage in conversations, ask and answer questions. Speak in sentences using familiar vocabulary. Reading & Writing - develop accurate pronunciation through reading. Describe people, places, things and actions orally, writing and then build sentences using connected verbs. Story focus: Little Red Riding Hood	Indoor PE: Gymnastics – Explore partner relationships such as canon and synchronisation and matching and mirroring. Develop balancing, rolling, jumping and inverted movements. Outdoor PE: Cricket - develop understanding of striking and fielding and expand on their knowledge of different roles. Hockey - Develop attacking and defending principles. Continue working on maintaining possession and moving towards the goal to score a goal.	ICT: Databases - searching a database; creating a data; conversions of movements (2investigate) Spreadsheets - Using the count tool; including formulae; perform calculations. (2Simple and Excel) Concept mapping - Using 2connect; collaboratively add to concept maps.	MFL: Speaking & Listening - engage in conversations, ask and answer questions. Speak in sentences using familiar vocabulary. Reading & Writing - develop accurate pronunciation through reading. Describe people, places, things and actions orally, writing and then build sentences using connected verbs. Story focus: The Hungry Caterpillar	Indoor PE: Fitness - Participate in a range of activities that will develop different areas of health and fitness. 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. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy.

