

	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.	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?	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? What is the school field were to be sold off for housing?	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?	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.		

Chetwynd Junior School Foundation Overview

	Autumn			Spring			Summer		
Year 6	Title: Is it right to fight?			Title: Hola Mexico!			Title: Darwin's Delight		
	Global Theme: Charity: Actively generate an income for charity and understanding the principles of charity work. PHSE) British Value: Tolerance & Mutual Respect PSHE: Protective behaviours. Strengths setting goals SMSC: reflection and collective worship. Children's SEF, Charter, Antibullying. Residential Focus: World War I and Wider implications of WWII Topic Showcase:			Global Theme: Charity British Value: Rule of Law & Democracy PSHE: Healthy lifestyles – illness. E safety. relationships SMSC: reflection and collective worship, Environmental awareness Focus: Mayans Topic Showcase:			Global Theme: Charity Our Local Area – What is Nuneaton like? How can we improve it? How is it changing? (Geography) British Value: Individual Liberty PSHE: Relationship Ed – Race and ethnicity. Wider world – money choices SMSC: Reflection and Worship mental health. End of year production and school leaver activities. Raising money for charity. Focus: Evolution Topic Showcase:		
	History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Focussing on The Battle of Britain as a significant turning point in British history. Understand the causes of WW1 and WW2. Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was. Explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940. Identify, describe, explain, evaluate and make judgements about the factors that contributed to Britain winning the Battle of Britain in 1940.		Geography: Locate the countries involved in WWI/II. Locate cities and ports bombed during the Blitz. Demonstrate an understanding of the significant human and physical features of areas targeted during the war. Recognise and evaluate the geographical motivations around the world during the war. Apply previous knowledge to compare human features of different places and evaluate how they were affected by war.	History: A non-European Society that provides contrasts with British history focussing on the Mayan civilization c. AD 900. Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning. Understand through explanation the purpose of the ancient city of Chichen Itza. Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts justifying their conclusions. Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause or causes of the gradual abandonment of the Maya jungle cities and justify their conclusions.		Geography: Mexico Study – HOTCLUB Apply knowledge of hemispheres, continents, countries, latitude, bodies of water to locate Mexico on a map. Identify time zone and summarise Mexico's climate. Use the eight points of a compass, four and six figure grid references to locate the main cities of the Ancient Maya civilisation. Demonstrate an understanding of human and physical features. Apply this knowledge to justify similarities/differences between Mexico and the UK.	History: A study of the achievements of the earliest civilizations. Children will study an overview of where and when the first civilizations appeared including: Ancient Sumer, The Indus Valley and The Shang Dynasty of Ancient China.		Geography: Use maps to locate the Galapagos Islands. Study the biodiversity of the Galapagos Islands. Demonstrate an understanding of the animal species that are at the risk of extinction and evaluate the reasons why. Apply knowledge of map skills to plot the route that Darwin took on HMS Beagle. Plan an expedition across the Galapagos and justify the best route.
	ART: Developing their painting techniques through appreciating an artist, Paul Nash– Choose appropriate implements to adapt their work. Show an awareness of how paintings are created (composition). Test media and materials and mix appropriate colours. Developing skills in sketching and drawing - Observational drawing of a shoe from Auschwitz. Use a full range of pencils, charcoal or pastels when creating a piece of observational art.	DT: Textiles - Make-do-and-mend That a 3D textiles product can be made from a combination of fabric shapes. Accurately measure, mark out, cut and shape Cams - Know how to use any tool correctly and safely. Know how mechanical systems, such as cams, create movement.	Music: ME – Who Knows? Listen, appreciate, improvise, compose, use and understand musical notation and perform. ME – Cyclic Patterns. Listen, appreciate, improvise, compose, use and understand musical notation and perform.	ART: Appreciation of an artist– explore an artist of the 20 th century e.g. Frida Kahlo, the Mexican surrealist painter. Use the research of famous artists to inspire and inform their own work and apply skills of given artist to their own work e.g. sketching/painting/working with charcoal, paint, pastels etc. Use ICT -software to create a piece of digital art to design. Multi-Faith patterns Use techniques to print - a multi-faith pattern. Know how to use a range of e-resources to create art.	DT: Explore and understand - principles of how food is packaged in. Investigate and develop - environmental improvements to packaging. Cooking and nutrition – know how their product should be stored giving reasons, understand the difference between sweet and savoury. Design and create - a new traditional and contemporary Mexican fruit and chocolate drinks, savoury dishes and ice pops.	Music: Music Appreciation – German composers. Research, listen, appreciate, evaluate, use musical notation, improvise, compose and use ICT to enhance Music. ME – Song Writer. Listen, appreciate, improvise, compose, use musical notation, perform and have an understanding of the History of Music.	ART: Design and make- a sculpture out of clay of something that depicts the children's memory of Chetwynd. Develop skills in using clay including slabs, coils, slips, etc. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books. Local History – Screen Printing. Create a book mark printed onto cloth. Overprint using different colours.	DT: Design, make and evaluate – following a product criteria. Use knowledge of electrical or mechanical systems to enhance their product or create movement, to produce a game. Design, make and evaluate - following product criteria /design brief. Show that culture and society is considered in plans and designs. Use of CAD - Chetwynd logo	Music: Music Appreciation – Explore a British Band (The Specials from Coventry). Listen, appreciate, and have an understanding of the History of Music. Leaver's Production focus. Learn songs, compose accompaniments, rehearse and perform as a collective.

Chetwynd Junior School Foundation Overview

Year 6	Autumn			Spring			Summer		
	Title: Is it right to fight?			Title: Hola Mexico!			Title: Darwin's Delight		
	Science: Electricity – Danger! Low voltage. Scientific enquiry – Can fruit light a bulb? Living things and habitats – Explain and describe - how our world changes. Explore, explain and describe - Adaptation for different environments, food chains and classification.			Science: Animals including humans – biology focus, Body Pump. Understand the functions - of the circulatory system and components of blood. Scientific enquiry – Understand and explain the effect of exercise - Heart rate investigation – how does exercise effect the cardiovascular system?			Science: Evolution and inheritance – Understand and explain classification - via Specimen collection. Know, explain and examine - evidence presented by studying fossils. Know and explore DNA - extracting DNA from strawberries. Explain the scientific principles – of inheritance, natural and artificial selection, adaptation.		
	ICT: Online Safety (Various programs and project evolve) Safety on mobile devices and a healthy screen time safe emailing and attachments. Blogging (2Blog) Purpose and key features, online reputation and creating a blog. Coding (2Code, Control Station) Abstraction, decomposition, code, test, debug and interactivity.	MFL: French 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 then build sentences using connected verbs. Jack & the Beanstalk.	Indoor PE: Dance – Pupils will use different choreographing tools to create dances. Outdoor PE: Netball – develop attacking and defending principles of invasion games. Tag Rugby - develop attacking and defending principles of invasion games.	ICT: Networks (2Question, 2Investigate) What the internet consists of and what LAN and WAN is. Researching and predicting. Online Relationships (Project Evolve) Digital content, respecting boundaries and understanding impact. Quizzing (2DIY, 2Quiz) Create a picture-based quiz for a younger audience, understand question types.	MFL: French 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 then build sentences using connected verbs. Little Red Riding Hood	Indoor PE: Gymnastics – Pupils use compositional principles when developing sequences. Outdoor PE: Rounders – develop throwing, catching and batting skills. Badminton – develop understanding of net and wall games.	ICT: Spreadsheets (Microsoft Excel) Understand and use advanced formula and tools. Text Adventures (2Create a story) Plan, make and code a map-based text for a younger audience. Self-Image and Identity (Project Evolve) Describe and critically evaluate online content.	MFL: French 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 then build sentences using connected verbs. Goldilocks	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. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy.