

Year 1	Autumn	Spring	Summer
History	<b>Changes in Living Memory</b> Toys Through Time Deep Study	<b>Significant Individual</b> Grace Darling (RNLI inspiration)	<b>Changes in Living Memory</b> Ships, Boats and Their Significance
Geography	<b>Local Area/Environmental Study</b>	<b>Weather in the UK</b>	<b>The UK Countries/Towns/Coast</b>
RE	<b>Belonging relate to 5 main world religions</b> <b>Christianity and The Christmas Story</b>	<b>Jesus the teacher</b> <b>Easter and Symbols</b>	<b>Judaism Shabbat/Torah</b> <b>Key Jewish festivals and stories</b>
Art	<b>Suggested Theme:</b> Toys <b>Suggested Stimulus:</b> Children's own toys or visit to Toy Museum <b>Skills:</b> Mark making and sculpture	<b>Suggested Theme:</b> Seasonal change <b>Suggested Stimulus:</b> Andy Goldworthy and/or Georgia O'Keefe <b>Skills:</b> Mark making, Printing or Collage	<b>Suggested Theme:</b> Ships and boats <b>Suggested Stimulus:</b> Visit to Cutty Sark ArtUK.org – Cutty Sark Trust <b>Skills:</b> Drawing, Painting, 3d Art
Science	<b>Materials</b> Objects and Properties	<b>Four Seasons</b> Changes in Weather and Day Length	<b>Plants</b> Common and Wild <b>Animals including humans</b> Common Animals/Body Parts
Computing	<b>Online Safety</b> What to Do if You Need Help	<b>Digital Literacy</b> Use of Technology at home and in the wider world	<b>Computer Science</b> Algorithms, Debugging
Music	<b>Exploring Pulse</b> <b>Exploring Pitch</b> <b>Exploring Symbols to Notate Music</b> <b>Compose rhythmic patterns</b>	<b>Exploring Dynamics Through Songs</b> <b>Use of External and internal Voice</b> <b>How Sounds are Made</b> <b>Compose/Improvise Lyrics to Existing Songs</b>	<b>Understanding Phrasing and Singing Expressively</b> <b>Solo and Duet</b> <b>The Role of the Conductor</b> <b>Instrument Families</b> <b>Improvisation</b> <b>Call and Response Singing</b>
RHE	<b>Positive relationships at school:</b> Key question: If you argue with your friend what should you do? <b>Relationships:</b> Key question: Who are your special people? Why are they special?	<b>Living in the wider world:</b> Key question: Who/what do you belong to? <b>Safety, health and well-being:</b> Key question: Why is it important to brush your teeth and wash your hands	<b>SRE:</b> Key question: Why is it important to know the correct names for your body?
DT	Design, test and build a rescue boat	Design a new use for discarded plastic products (upcycling)	

Year 2	Autumn	Spring	Summer
History	<p><b>Significant Events</b></p> <p>Great Fire of London and its Impact on Today (Infrastructure and Fire Brigade) Significant Events</p> <p>Great Fire of London and its Impact on Today (Infrastructure and Fire Brigade)</p>	<p><b>Significant Places in the Locality:</b> A Study of Maritime Life Sailors/cabin boys in Nelsons Navy (1793-1815)</p>	<p><b>Significant Individual Comparison</b></p> <p>Case Study of Florence Nightingale, Mary Seacole and/or Edith Cavell</p>
Geography	<p><b>UK as Part of the European Continent and the World Continents and Oceans</b></p>	<p><b>Importance of Rivers</b> <b>Field Work River Thames (local)</b></p>	<p><b>Contrasts</b> <b>Physical and Human Geography</b> <b>River Thames/River Nile</b></p>
RE	<p><b>Hinduism worship Diwali</b> <b>Hinduism Worship</b></p>	<p><b>Celebrations</b> <b>Christianity local church</b></p>	<p><b>Islam 5 Pillars</b> <b>Islam Prophet Mohammad</b></p>
Art	<p><b>Suggested Theme: Great Fire of London</b></p> <p>Suggested Stimulus: Jan Griffier (Museum of London)</p> <p>Skills: Collage, texture and multi-media</p>	<p><b>Suggested Theme: Maritime Life/Greenwich</b></p> <p>Suggested Stimulus: Paintings at Queens House Portraiture: maritime figure/sailors</p> <p>Skills: Close observational drawing, collage</p>	<p><b>Suggested Theme: River Thames</b> Study of Water Suggested Stimulus: Monet (Water Lillies), Matisse (Swimming Pool) Renoir (Google 'Renoir water') Turner – Rvier Thames</p> <p>Skills: Paint to create movement and texture, collage</p>
Science	<p><b>Animals including humans</b> Offspring, Basic Needs and Exercise</p>	<p><b>Materials</b> Suitability for Different Purposes</p>	<p><b>Plants</b> <b>Living Things and their Habitats</b></p>
Computing	<p><b>Computer Science</b> Algorithms, Simple Programs to Perform a Task</p>	<p><b>Online Safety</b> Passwords and Privacy</p>	<p><b>Digital Literacy</b> Using Technology for Different purposes</p>
Music	<p><b>Musical ideas (Motif)</b> <b>Mood in Music</b> <b>Using Accent to Create Strong Beats – Duple and Triple Time</b> <b>Complex Rhythmic Patterns</b> <b>Songs with Wider Pitch Range</b> <b>Staff Notation</b></p>	<p><b>Exploring Melodic Shape</b> <b>Verse/Chorus Structure</b> <b>Musical terms for dynamics</b> <b>Performing Rounds</b> <b>Simple Stave for Pitch Notation</b> <b>Size of instrument and Pitch</b> <b>Ostinatos</b> <b>Emotions and Music</b></p>	<p><b>More Complex Lyrics and Melodies</b> <b>Instrument Families</b> <b>Composers and Genres</b> <b>Improvisation of melodies</b> <b>Musical Terms</b> <b>Artistic Response to Music</b> <b>Performing with Increasing Awareness of Musical Changes</b></p>
RHE	<p><b>Positive relationships at school:</b> Key question: How would you feel if you were being bullied? <b>Relationships:</b> Key question: How can negative behaviour affect you and those around you?</p>	<p><b>Living in the wider world:</b> Key question: Why do people have different amounts of money? <b>Safety, health and well-being:</b> Key question: What is meant by privacy?</p>	<p><b>SRE:</b> Key question: How does your body change as you get older?</p>
DT	<p><b>Nutrition</b> Design and prepare a healthy soup or lunch and a healthy baked snack.</p>		<p><b>Habitat Design</b> Design and create a home suited to a habitat.</p>



Year 3	Autumn	Spring	Summer
History	<b>Stone Age, Bronze Age and Iron Age</b> Deep Study: Society and its Impact on Community	<b>Egypt</b> Ancient Egypt Deep Study: Rulers / Governance - The Structure of Power and Influence of belief on Power	<b>Local Area: Maritime Greenwich</b> Local History Study: Naval Greenwich Significant people in Nelsons Navy their roles and links to Greenwich
Geography	<b>Where is Europe?</b> <b>Key Countries of Europe</b> <b>Key Human and Physical Features</b>	<b>What is the difference between rural and urban UK?</b> <b>UK Counties and Cities</b> <b>Urban and Rural Areas</b> <b>Compass Work</b>	<b>River Thames</b> <b>How does the landscape change through the course of the river?</b> <b>Physical and Human Features on the River</b>
RE	<b>Creation Stories</b> <b>Judaism The Synagogue</b>	<b>Christianity The Bible</b> <b>Christian Life and Different places of worship</b>	<b>Buddhism and The Buddhas story</b> <b>Buddhist Life</b>
Art	<b>Suggested Theme:</b> Stone Age <b>Suggested Stimulus:</b> Aboriginal Art/Modern Aboriginal Artists <b>Skills:</b> Sketching, Printing and Sculpture	<b>Suggested Theme:</b> Rural and Urban landscape <b>Suggested Stimulus:</b> Lowry and Hockney <b>Skills:</b> Observational Drawing /Painting -colour mixing	<b>Suggested Theme:</b> Natural Forms and Abstract Art <b>Suggested Stimulus:</b> Picasso <b>Skills:</b> Drawing/Painting/Art as communication Collage and photography
Science	<b>Rocks and their Properties</b> <b>Fossils</b>	<b>Light and Shadows</b> Sight <b>Forces</b> Magnetic Forces	<b>Plants</b> Functions of Different Parts and Life Cycle <b>Animals including humans</b> Skeleton, muscles and nutrition
Computing	<b>Computer Science</b> Drag and Drop, Programs to Simulate Physical Systems	<b>Online Safety</b> Internet Safety	<b>Digital Literacy</b> Use Technology to Communicate Information and Compare Different apps
Music	<b>Copying Rhythmic Patterns</b> <b>Improvising a Response to a Rhythmic Call</b> <b>Developing Awareness of Time</b> <b>Learning Partner Songs and Rounds</b> <b>Clefs and Pitch</b> <b>Dotted Notation</b>	<b>Playing Rhythms from Notations</b> <b>Exploring Difference Between Unison and Harmony</b> <b>Songs in Two Parts</b> <b>Exploring Different Styles and Genres of Music Orchestra –</b> <b>Identify and Name Most Common Instruments</b>	<b>Rhythmic Accompaniments - Tempo</b> <b>Phrasing, Diction and Intonation in Singing</b> <b>Importance of Vocal Health</b> <b>Composition - Short Melodic Phrases and Simple Accompaniments</b> <b>Using Specific Musical Language to Appraise Performance Through Effectively Combining Different Elements</b>
RHE	<b>Positive relationships at school:</b> Key question: What are the different types of bullying? <b>Safety, health and well-being:</b> Key question: How do you decide what you eat?	<b>Living in the wider world:</b> Key question: What would life be like if we were all the same? <b>Relationships:</b> Key question: What should you do if you experience a negative relationship?	<b>SRE:</b> Key Question: What is a relationship?
MFL	<b>Introductions and Classroom Objects</b>	<b>Parts of the Body and Pets</b>	<b>Family and Birthdays</b>
DT	<b>Programming:</b> Programme, monitor and control a product.		<b>River Structures:</b> Design and investigate structures to enable boats to navigate rivers.



Year 4	Autumn	Spring	Summer
<b>History</b>	<p><b>Romans</b> The Roman Empire and its Impact on Britain and the Rest of the World Deep Study: Society and Governance – Infrastructure, Power and Weakness</p>	<p><b>Anglo Saxons, Scots and Vikings</b> British settlement by Anglo Saxons and Scots and the Viking and Anglo – Saxon struggle for the kingdom of England to the time of Edward the Confessor.  Deep Study: Creation of England of role of society (two terms)</p>	
<b>Geography</b>	<p><b>Antarctica/Arctic and North Pole</b> Physical and Human Characteristics</p>	<p><b>Geographical Location and climates</b> Similarities and Differences with UK/European Continent</p>	<p><b>Climate Change</b> How are humans effecting climate? Fieldwork - Antarctica</p>
<b>RE</b>	<p><b>Islam Ramadan</b> <b>Islam and Pilgrimage</b></p>	<p><b>Christianity-Holy Trinity</b> <b>Sikhism- Guru Nanak and his teachings</b></p>	<p><b>Hinduism-Life as a Hindu</b> <b>Hinduism- God and Beliefs</b></p>
<b>Art</b>	<p><b>Suggested Theme: Romans</b> <b>Suggested Stimulus: Classic architecture/ sculpture/ Leonardo DaVinci</b> Skills: Observational drawing/ Sculpture – papier Mache and Modroc</p>	<p><b>Suggested Theme: Environmental/Animal Art</b> <b>Oenone Hammersely</b>  Skills: Semi -abstract/watercolour</p>	<p><b>Suggested Theme: Portraiture/self portraits</b> <b>Frida Kahlo</b> Skills: Colour, Paint, Symbolism</p>
<b>Science</b>	<p><b>Electricity</b> Circuits, Conductors and Insulators <b>Sound</b> Vibrations Pitch and Volume</p>	<p><b>Materials States of Matter</b> Heating, Cooling and Evaporation</p>	<p><b>Animals including Humans</b> Teeth, Digestion and Food Chains <b>Living Things and their Habitats</b> Classification and Environments</p>
<b>Computing</b>	<p><b>Digital Literacy</b> Select apps for Purpose and Use Technology to Collaborate</p>	<p><b>Computer Science</b> Decomposing, Refining, Repeat Functions in Programs</p>	<p><b>Online Safety</b> Evaluation of Reliability of Different Information Streams Understanding Acceptable and Unacceptable Behaviour Online</p>
<b>Music</b>	<p><b>Compose Call and Response Involving Pitch and Rhythm Scales</b> <b>Singing Increasingly Complex Melodies</b> <b>Using a Five Line Stave</b> <b>How has music of the past influenced modern-day culture?</b></p>	<p><b>Creating Rhythms with Duple and Triple Time</b> <b>Using Expression to Convey Meaning</b> <b>Composing Using Pentatonic Scales</b> <b>Listening and Responding to Classical Pieces</b> <b>Wider Range of Orchestral Instruments</b></p>	<p><b>Notation for a Performance</b> <b>Triads and Chords</b> <b>World Music</b> <b>Composing Melodic and Rhythmic Ostinato</b> <b>Distinguishing Between Different Types of Singing</b> <b>Critical Analysis of music</b> <b>Expressing Personal Opinions About Music</b></p>
<b>RHE</b>	<p><b>Positive Relationships at school</b> Understanding boundaries and difference <b>Safety, Health and Well-being</b> Who is at the other end of your computer?</p>	<p><b>Living in the wider world</b> Why do people have different values? <b>Relationships</b> Are all secrets the same?</p>	<p><b>SRE</b>  <b>One term spare to re-visit topics</b></p>
<b>MFL</b>	<p><b>Describing People and Telling the Time</b></p>	<p><b>Festivals and Going Places</b></p>	<p><b>Food and Clothing</b></p>
<b>DT</b>	<p><b>Textiles and Materials</b> Design and make an item of clothing testing the suitability of materials.</p>		<p><b>Healthy Food and Living</b> Produce a high energy, portable snack and high nutrition smoothie</p>



Year 5	Autumn	Spring	Summer
<b>History</b>	<p>Ancient Civilisation: Islamic</p> <p>A Non – European Society that Provides Contrast with British History: Early Islamic Civilisation</p> <p>Deep Study: The Golden Age of Islam and its Achievements and Failures</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Governance</p> <p>How have key events and people changed the way in which the country is governed? (Two Terms) Henry V111, Cromwell, Empire, Trade and Slavery</p>	
<b>Geography</b>	<p><b>South America Continent</b> <b>Physical and Human Characteristics</b> <b>Climate Zones/Biomes</b></p>	<p><b>Physical Diversity of Continent</b> <b>Amazon River</b> <b>The Andes</b> <b>Amazon rainforest</b> <b>Atacama Desert</b> <b>Earthquakes and volcanoes (West coast)</b></p>	<p><b>Human Geography of South America</b> <b>Population</b> <b>Cities</b> <b>Resources</b></p>
<b>RE</b>	<p>Christianity- The Church Calendar</p> <p>Christianity and Christian Life</p>	<p>Buddhism- The Buddhas teachings</p> <p>Buddhism- The Buddhist community worldwide</p>	<p><b>Sikhism- teachings- Sikh Life</b> <b>Worship</b></p>
<b>Art</b>	<p><b>Suggested Theme:</b> Golden Age of Islam <b>Suggested Stimulus:</b> Islamic Tile Mosaics <b>Skills:</b> Printing Wax resist and batik or sculpture</p>	<p><b>Suggested Theme:</b> Slavery/Refugee <b>Suggested Stimulus:</b> Kehinde Wiley/Jacob Lawrence/Shawn Tan <b>Skills:</b> Painting - water colour, acrylic or poster paint</p>	<p><b>Suggested Theme:</b> Highwayman <b>Suggested Stimulus:</b> Charles Keeping <b>Skills:</b> Observational Drawing</p>
Science	<p><b>Living Things and their Habitats</b> Life Cycles <b>Animals including Humans</b> Changes as We Age</p>	<p><b>Materials</b> Properties and Groups, Changes in State, Solutions</p>	<p><b>Forces</b> Gravity, Air and Water Resistance, Mechanisms, Levers and Pulleys <b>Earth and Space</b> Sun, Earth, Moon and Solar System</p>
<b>Computing</b>	<p><b>Online Safety</b> Understanding How the Internet Works, Bias and Validity of Information</p>	<p><b>Digital Literacy</b> Using More Complex apps to Improve Outcomes</p>	<p><b>Computer Science</b> Coding Language, Use of Sequencing, Selection and Repetition to Program</p>
<b>Music</b>	<p><b>Complex Rhythm</b> <b>Treble Clef, Bass Clef and Time Signature</b> <b>History of Music - Varied Repertoire of Songs</b> <b>Variety of Genres - Describing Dynamics</b> <b>Analysis of Different Instruments Used in Composition</b></p>	<p><b>Singing 2 and 3-Part Melodies</b> <b>Musical Symbols</b> <b>How Music is Arranged and How it has Changed Over Time</b> <b>Recognise the Tone and Timbre of More unusual instruments</b></p>	<p><b>Songs Based on Pentatonic Scales</b> <b>Adding Lyrics to Compositions</b> <b>How Music is Arranged and How it has Changed Over Time</b> <b>Improvisation using 12-bar blues (xylophones)</b> <b>identify musical devices within a piece of music</b> <b>Perform with Confidence and Expression</b></p>
<b>RHE</b>	<p><b>Positive Relationships at school</b> What strategies would you use to support someone who feels they are being bullies? <b>Safety, Health and Well-being</b> How can you ensure that you and others stay safe and healthy?</p>	<p><b>Living in the wider world</b> How can fundraising support the local and wider community? <b>Relationships</b> How do we celebrate similarities and differences in our school community?</p>	<p><b>SRE</b> How are our bodies going to change in puberty?</p>
<b>MFL</b>	<b>Etre and Avoir and School Subjects</b>	<b>Food Opinions and Places in Town</b>	<b>Holidays and Home</b>



DT	<p><b>Healthy Food and Living:</b> Make and compare homemade chicken goujons to a frozen variety. Research and prepare two healthy options to accompany a main dish to create a nutritionally balanced meal.</p>	<p><b>Electrical Systems</b> Make a structure or device that is controlled by or contains a functional electrical system</p>	
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Year 6	Autumn	Spring	Summer
History	<p><b>Ancient Greece</b></p> <p>Ancient Greece – A Study of Greek life and Achievements and their Influence on the Western World</p> <p>Deep Study: Culture and Society: Philosophy, Religion, Democracy, Arts and Drama (Myths)</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>What was the impact of WW1/2 on the UK on modern civilisation and post war Britain? (Two Terms) Suffragettes, Windrush, Migration and Immigration, Commonwealth, Welfare State and NHS</p>	
Geography	<p><b>North America Continent</b> <b>Physical and Human Characteristics</b></p>	<p><b>Key Physical Features of the Continent of North America</b> <b>The Rockies, Mississippi River</b> <b>Natural Disasters-Hurricanes, Flooding, Volcanoes, Earthquakes</b></p>	<p><b>The Great Pacific Garbage Patch</b> <b>How do humans effect the planet we live on and what are we doing about it?</b></p>
RE	<p><b>Sikhism - Gurdwara</b> <b>Sikhism and Sikh community</b></p>	<p><b>Peace</b> <b>Life and Death</b></p>	<p><b>Judaism-Jewish Life</b> <b>Faith</b></p>
Art	<p><b>Suggested Theme: North American Landscapes</b></p> <p>Suggested Stimulus: North American Landscapes (Rockies, great plains, coast)</p> <p>Skills: Painting, sculpture Set design, Props, and costumes</p>	<p><b>Suggested Theme:</b> Individuality <b>Suggested Stimulus:</b> Pop Art, Banksy, Lichtenstein <b>Skills:</b> Drawing, refining, painting</p>	<p><b>Suggested Theme: Political and Social Art</b></p> <p>Suggested Stimulus: Faith Ringgold Campaign posters: Suffragettes etc</p> <p>Skills: Sculpture, clay, wire sculptures, 3D models, Modro</p>
Science	<p><b>Light</b> How We See and How Light Travels <b>Electricity</b> Symbols and Diagrams Variation of Components Functions</p>	<p><b>Animals including Humans</b> Circulatory System and Nutrition</p>	<p><b>Living Things and their Habitats</b> Micro- Organisms Classification, Evolution and Adaptation</p>
Computing	<p><b>Digital Learning</b> Use technology to collaborate on an extended project</p>	<p><b>Online Safety</b> Positive Digital Footprints, Potential Risks, Grooming, Radicalization, Gang Crime and Cyber Bullying</p>	<p><b>Computer Science</b> Design and write Programs</p>
Music	<p><b>Read Notation of Rhythm.</b> <b>Counter Melody to Improve Or Enhance A Piece Of Music</b> <b>Pitches on a Stave</b> <b>Interval – the Distance Between Two Notes.</b> <b>Calculating Intervals and Using Roman Numerals to Represent Them</b> <b>Simple Composition Structures</b> <b>Complex Musical Changes in a Piece of Music</b></p>	<p><b>Application of Rhythm Knowledge to Compositions and Improvisations</b> <b>Composing an Independent Group Melody</b> <b>Basic Chord Progressions</b> <b>The Role of Music in Society</b> <b>Composing a Simple Fanfare</b> <b>The Relationship Between Music and Occasions</b> <b>Successful Performance - Solo Small Group and Larger Vocal and Instrumental Ensembles.</b></p>	<p><b>Performing More Complex Rhythms - Polyrhythms</b> <b>More Complex Pieces - 2 or 3 Part Singing Group and/or Individual Performance Displaying a Range of Techniques</b> <b>Music Reflective of The Time of the Period</b> <b>Music as Propaganda</b> <b>Analysis of Set Pieces</b> <b>Year 6 Production</b> <b>Leavers' Assembly</b></p>
RHE	<p><b>Relationships</b> How can you identify an unhealthy relationship? <b>Positive Relationships At School</b> What do you need to consider when making personal choices?</p>	<p><b>Safety, Health and Well-Being</b> How does the media shape our lives?</p>	<p><b>Sex and Relationship Education</b> What skills will you apply to establishing a new relationship in secondary school and later life? <b>Living In The Wider World</b> How can we respect our natural world and ensure it is protected for future generations?</p>
MFL	<p><b>Activities and Clothes Shopping</b></p>	<p><b>Daily Routines and Journeys</b></p>	<p><b>Sport and Conversations</b></p>

<b>DT</b>	<b>Sustainable product design</b> To plan and design a new use for an old product.	<b>Theatre Design</b> To plan and design Sets, scenery costumes or props.	
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