**HISTORY**

| **PHASE** | **Cycle Year** | **Personal/ Local History** | **British History** | **European and World History** | **Ancient History** |
| --- | --- | --- | --- | --- | --- |
| Rec/ Y1/Y2 | A | **Significant local person: Mary Anning** | **Significant individuals: Castles/ Royalty** |  |  |
| * Significant people in our families * Significance * Mary Anning and her significance * Evidence about Mary Anning | * Monarchs * The current monarch * Line of succession * Coronation * The Royal Family * Significance of the monarch |
| B | **Changes within living memory: Toys** | **Significant event beyond living memory: Great Fire of London** | **Other cultures** |
| * Enquiry 1: What are our toys like today? * Enquiry 2: What are other people’s toys like? * Enquiry 3: How can we tell these toys are old? * Enquiry 4: What were our grandparents’ toys like and how do we know? * Enquiry 5: Who played with these toys a long time ago? * Toy Museum finish | * Life in Stuart London * Causes of the fire * Reactions to the fire * Evidence on the fire at its worst * The end of the fire * Changes made by the King afterwards | * My family history * Other families * Their history * Other cultures * Cultures that make up the UK. |
| C | **Significant event within living memory: memories** |  |  |  |
| * Local walk using photos * Comparing buildings in the village * Features of old houses and modern houses * Houses in chronological order * Interviewing people with memories of the past * Introduction to change * Colour coding by chronology |
| Year 3/4 | A |  | **Theme beyond 1066: Poverty** |  | **Early Islamic Civilisation/ Egyptians** |
|  |  | * Change over time (buildings) * Place and chronology * Periods of history * Changes (clothes) * Changes (toys) * Recap on types of sources * Medieval changes * Castle visit * Victorian changes | * Baghdad (place and chronology) * House of Wisdom * Battua and hs Rihla * Al-Zahrawi and Islamic Medicine * Legacy * Egyptian Museum Trip * Ancient Egyptian beliefs * Religion and its impact * Egyptian needs |
| B | **Water: The story of our school** | **The Struggle for the Kingdom of England** |  |  |
| * Recap Stogursey history * Interviewing people with memories * The school building and changes over time * Examining evidence * The story of how our school was founded: Lord St Audrie’s Daughter * Water and its significance in Stogursey * Legacy | * -Where and when? * -Enquiry 1: why did they invade? * -Enquiry 2: how well did the Anglo-Saxons and Vikings get on with each other? * -Enquiry 3: What was life really like in Anglo-Saxon and Viking Britain? * -Enquiry 4: What did the Anglo-Saxon and Vikings leave behind? * -Final assessment |
| Year 5/6 | A |  |  | **Ancient Greece** | **Stone Age to Iron Age** |
| * Introduction to Greece (place and chronology) * Artefacts left behind * Greek Myths and Legends * Alexander the Great * Curating a museum * Museum trip * Schools * Languages * Buildings * Rule of law, governance and democracy * Sports * Legacy | * Eras and ages * Place and chronology * Europe in the Stone Age * Paleolithic era * Mesolithic era * Neolithic era * Changes in the Bronze Age * Similarities and difference in the Iron Age |
| B | **Art through the ages** | **Romans** |  |  |
|  |  | * What makes a masterpiece? * Art in the Ancient World * Art in the Middle Ages * Changes to Art over time * Learning from Art about time periods * Local art traditions * Significance to Arts in our community * Future of the arts | * Where and when? * Enquiry 1: Why did the Romans invade? * Enquiry 2: Did the native Britons welcome or resist them, and why? * Enquiry 3: How did they influence the culture of those already here? * Enquiry 4: How can we solve the mystery of why this great empire came to an end? * Enquiry 5: What was the legacy of the Roman invasion and conquest of Britain? * Final assessment |
| Secondary School | KS3 | -Local History at KS3 | -Church and state  -British History beyond 1066  -Sanitation unit in Year 7 | -Various units | -Various units |

**GEOGRAPHY- in class only/ adventurers**

| **PHASE** | **Cycle Year** | **Places and locations** | **Processes** | **Fieldwork** |
| --- | --- | --- | --- | --- |
| Rec/ Y1/Y2 | A | **Climate Change: Continents** | **Seasons and weather** | Investigating our school and local area(throughout and revisited) |
|  | * Name and locate the world’s continents * Name and locate the world’s oceans * Key features of continents * Countries * Hot and cold countries * Global warming | * Lattitude and longitude * Weather types * Clouds, precipitation and wind * The seasons | * Physical features of locations studied * Vocabulary * Needs of users * Changes in the areas being studied |
| B | **United Kingdom (London)** |  |
| * Mapping the UK * Location of capital cities * Seasons and weather * Physical geography of the UK * Coasts * Settlement hierarchy * London’s population * Human geography * Attractions in London * River Thames | (Constantly revisit seasons and weather) |
| **Contrasting countries** |  |
| * Maps, atlases and globes * Continents and oceans * Hot and cold areas of the world * Human and physical geography * Poles and the equator * Global connections | (Constantly revisit seasons and weather) |
| C | **Our street: Our village** |  |
|  | * Physical features of our street * Needs of users * Changes in the local area |
| Year 3/4 | A | **Middle East (short unit)** |  | Investigating the impact of the seasons on the local area |
|  | * Location of Middle Eastern village * Diversity of village life * Compare life to our village | * Weather guages * Setting up a weather station |
| B | **Europe: Spain and Italy** | **Rivers/ water cycle** | Investigating the local area |
|  | * Location of Spain/ Italy * Physical features of Spain/ Italy * Seasons and weather in Southern Europe * Mountain ranges- the Alps and the Pyrenees * Rivers in Southern Europe * Human Geography in Southern Europe * Culture and diversity in Southern Europe * Significant people: The Pope * Compare with the UK | * The water cycle * Water for life * Water supplies in the UK * A river’s journey: source to estuary * Formation of river landscapes * Human use of rivers * Flooding | * Improving the site * Improving the village * Citizenship and civic duty |
| Year 5/6 | A | **Climate zones, biomes and World Trade** |  | Map skills, expedition planning (2 different expeditions at 2 different sites) |
|  | * Biomes * The Americas * Europe including Russia * Africa * Recap lines of latitude and longitude * Oceania and Antarctica * Asia * Tropics and climate zones * Physical geography around the world * Human use of resources * Transport | * Mapping * Types of maps including Ordnance Survey * Sat Navs * Following a route * Planning an expedition * Finding your way from A to B |
| B |  | **Mountains, volcanoes and other Disasters** |
| * Locations of mountains and ranges * Locations of volcanoes * Phyiscal features of mountains and volcanoes * Human geography around these places * Study: Mount Vesuvius in Italy |
| Secondary School | KS3 | Studies of LEDCs and G6 countries | Tectonics, geology, weather, coasts. | Duke of Edinburgh Award |

**DT- adventurers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PHASE** | **Year** | **Cookery** | **Resistant Materials** | **Design** |
| Rec/ Y1/Y2 | A | Soup   * Taste soup * Examine and taste variety of vegetables * Make soup from recipe * Adapt recipes and make soup     Bread making   * Testing breads for purpose * Make basic roll * Kneed * Shape * Flavour breads * Make bread for sandwiches     Foods for Energy- expedition picnic   * Sausage rolls * Make pastry * roll * Hygiene for raw meat * Glaze and join * Energy bars * Use choice of ingredients * Combine * Bake | Found sculptures  Joining different materials  Use of tools  Rain gauges    Bug Hotels   * Research hotels * Bug search * Collect nec bits * Group construction * Fill hotel * Observe | Playground Design/ improve an area of the school |
|  | B | Celebration food   * Harvest loaves-Mixing,Keeding, Proving, shaping, baking * Using potatoes to create a variety of dishes- chopping, peeling, grating, boiling, shaping, combining ingredients. * Soup - make own recipes for veg soup. * Harvest supper for parents     Chinese Food   * Taste variety of chinese vegetables * Blind fold tasting * Stir fry vegetables - chopping, peeling, grating, crushing. * Noodle dish * Chop suey - * Fortune cookies - Baking skills, writing predictions.     Summer Foods   * Sausage tasting * Sausage making using machine * BBQ foods - design and make salads * Chop, mix, cook * Make picnic - own sandwiches independently- spreading * Plan and make a family picnic | Sewing - make Traction Man a cape   * joining fabric * Cut, shape * Basic running stitch * decorate   Moving toy   * Mechanisms * Wheels and Axels * Sliders * Box construction * Strong joints | Electrical toy   * Draw design of toy with light up nose * Basic circuitry * Create cardboard/ fabric toy * Create on off switch |
|  |  |  |  |  |
| Year 3/4 | A | Soup chef   * Follow recipe * Chop, peel, grate independently * Safe use of sharp knives two different grips * Adapt recipe * Design own soup * Soup kitchen * Bread making     Bakes   * Rubbing method * Combining Methods * Design and make quiche * Bakewell tart * Savoury biscuits     Foods for Energy- expedition picnic   * Sausage rolls * Make pastry * roll * Hygiene for raw meat * Glaze and join * Energy bars * Use choice of ingredients * Combine * Bake | Fairy Village   * Research * Draw map of village * Design house * Choose materials * Use variety of joining methods * Decorate * place in village plan     Feed the Birds   * Research bird tables * Draw designs on paper * Draw designs on wood * Make - saw wood * Screw * Decorate * Place     Gauge the weather   * Weather watch * Research rain gauges * Make rain gauges - joining * Stabilise design * Calibrate gauge * Place and monitor rain levels | Playground Design/ improve an area of the school    Fairy village design and map |
|  | B | Celebration foods  Divali/Bonfire night/ Day of the dead   * Samosas * Cooking/combining ingredients * Independent use of sharp knives * Using filo pastry * Deep frying * Make own burgers * Raw food hygiene * Research recipes * Tortillas- use of hob and oven * Special breads * Make own tortillas in pizza oven     Chinese food   * Research/tasting * Chopping etc * choice of dishes * Spring rolls * Rice dish * Noodle dish * Healthy stir fry     Summer Food   * research vegetable BBQ dishes * Make vegetable burger * Taste and evaluate variety of prepared salads * Make own salads * Price comparison bought and made * Prepare picnic foods * Family picnic * Pizza making - make own dough * choose topping * Use Pizza oven to cook | Sewing     * Basic running stitch * Back stitch * Sew on button * Design a cushion as gift * Choose suitable materials * Cut pattern * Pin * Join with sewing * Use buttons to decorate * Evaluate     Moving Toy   * Examine a variety of moving toys with cams * Examine cams * Design toy * Cut materials * Make mock up to try mechanism Evaluate * Make design * Strengthen * Evaluate | Electrician   * Make electrical circuits with single light, parallel, in line light bulbs * Investigate switch mechanisms * Design room circuit for dolls house using own switching method * Create box room * Construct circuit for lighting plan * Evaluate |
| Year 5/6 | A | Cooking on a budget   * Look at shopping site * Examine recipes * Cook hassleback potatoes * Baked potatoes with fillings * Design meal in group for £5 * Cook meals and drive for parents     Baked goods   * Rubbing method * Combining method * Design and make quiche * Savoury breads - kneading, proving, flavouring * Queen of puddings * Own recipes     Foods for energy   * Research energy bars * Adapt recipe * Make energy bars * Make pastry * make sausage rolls for picnics * Make Knickerbocker glory | Bird Boxes     * Bird watch * Research box designs for specific birds * Draw design * Measure * Draw on to wood * use saws * Join using glue and screws * Drill hole for bird | Playground Design/ improve an area of the school |
|  | B | Christmas Food   * Research traditional Christmas food * Plan a savoury dish to accompany Christmas meal * Cook dish within a group independently * Adapt Christmas pudding recipe for younger children * Prepare shopping lists * Safe preparation and cooking times of meat * Use of cooking thermometer * Make Adapted Christmas pudding * Plan and prepare the Christmas meal for the whole school!     Chinese food   * Research/tasting * Chopping etc * choice of dishes * Rice dish * Noodle dish * Healthy stir fry * Meat dish of own choice * Prepare shopping lists according to set budget * Prepare and cook dish     Summer Foods   * Plan and prepare for end of term and Expedition BBQ/picnic * Research bbq foods and techniques * Make own bbq marinade * Cook on BBQ safely * Research salads * Devise menu for event * Prepare salads using appropriate cooking techniques * Prepare meat and vegetarian dishes * Cook and serve at event     TBC | Sewing -upcycling clothes   * To research sustainability in the clothing industry. * Bring in a piece of clothing that they can change into a new item. * Learn running/back/chain/ blanket stitch on sample material * Design and draw new product ( Could be clothing or other item eg bag) * Cut material * Hem if needed * Stitch together material to form product * Use sewing machine if necessary * Display products and invite parents to view whole collection * Evaluate     Moving toy   * Experiment with cogs and gears to understand working. * Research Moving toys and autometers * Design own toy to set criteria * Annotate diagrams * Design mechanism * Make mock up of casing * Evaluate * Strengthening techniques * Make casing * Make mechanism and test * Construct toy * Decorate * Evaluate | Design and draw new product ( Could be clothing or other item eg bag) from used clothing) See over    Electrical Circuits- Use of sensors/switches   * Investigate and construct a variety of circuits * Experiment with sensors for switching * Design lighting circuits * Make own switching mechanisms * Construct box and strengthen * Attach lighting circuit * Test * Display for use by other children in “living” display. |
| Secondary School | KS3 | ? | ? | ? |

**MFL**

| **PHASE** | **Cycle Year** | **Vocabulary/ themes** | **Lower year expectations** | **Higher year expectations** | **Phonics** |
| --- | --- | --- | --- | --- | --- |
| Year 3/4 | A | * Greetings and French culture * Classroom instructions * Animals vocabulary * Numbers * Saying my name * Christmas * Colours * Opinions * *J’ai* (I have) * Negative form * Age * Easter * *C’est* * Numbers * Days of the week | * Singular la and le * Numbers 1-10 * Connectives using et * Gender * Word order of adjectives * *Je voudrais* (I would like) * Possessive adjectives (*mon,ma)* | As yellow plus:   * Plurals with les and des * Numbers 11-30 * Extending sentences with *mais* * Extending sentences with *aussi* * Definite (*le,la,les*) and indefinite (*un, une, des)* articles * Adjectival agreements (gender version of adjectives) * Possessive adjectives (*mon,ma,mes*) | * Phoneme **j** * Phonemes **e** and **an** * Phonemes **r** and **ch** * Phoneme **eu** * **Keep revisiting and revising** |
|  | B | * Classroom instructions * Animals vocabulary * Parts of the body * How to use a French bilingual dictionary * Colours * Food * Opinions about food * Negative form * Christmas: the snowman * *N*umbers * Months * Numbers * April fool’s day (*poisson d’avril*) * Dates and birthdays * Personal descriptions (hair and eye colour) * Family vocabulary * Clothing vocabulary |
| Year 5/6 | A | * Revise Dictionary skills * Revise opinions * Sports vocabulary * Sports clothing * Weather vocabulary * Hobbies vocabulary * Pets * Christmas in France * Revise dates * Numbers * School subjects * Subject preferences * Transport vocabulary * Easter: Mardi gras * Items in a classroom * Possessive adjectives (revision and new) | * Masculine and feminine nouns (un, une) * Verb *avoir (j’ai)* * Verb *être (je suis)* * Reasons (parce que c’est) * Numbers 31-60 * Verb *aller (je vais)* * Prepositions (sur) * Verb pouvoir (Je peux) | As yellow plus:   * Revise plural nouns (les, des) * Extend verb *avoir (j’ai, tu as, il a, nous avons)* * *Past tense using avoir* * Extend verb *être (je suis, tu est, elle est, nous sommes)* * *Reasons- parce que ils sont/ c’est* * *Numbers 61-100* * *Extend aller to aller au and aller a la* * *Extend range of prepositions (sur, sous, pre de la)* * *Extend pouvoir (je peux, tu peux, elle peut, nous pouvons)* | * Phonemes **a** and **ai** * Phonemes **qu** and **oi** * Words starting with **h** * Pronunciation: silent letters at the end of words * Keep revisiting and revising |
|  | B | * Revise Dictionary skills * Questions * Telling the time * Daily routine * Rooms in a house * Christmas: toys from around the world * Bedroom descriptions * Places in a town * Revise places in town * Directions * Revise food * Buying food * April fool’s day * Numbers * Ordering food in a café * Famous French food and menus * The French alphabet |
| Secondary School | KS3 | * Reading, writing, speaking and listening in French formally * Assessments in all areas * Further topics | Further verb conjugations, numbers to 1,000, further aspects of grammar. | | Focus on further areas and accents and conjugations. |

**REAL PE- FUNDAMENTAL MOVEMENTS**

| **PHASE** | **Cycle Year** | **Personal Skills (Autumn/ summer when swimming)** | **Physical skills (Autumn/ summer when swimming)** | **Social Skills** | **Health and Fitness** | **Cognitive Skills** |
| --- | --- | --- | --- | --- | --- | --- |
| Rec/ Y1/Y2 | A | * Coordination: footwork * Static balance: one leg | * Coordination: sending and receiving * Agility: reaction/ response | * Dynamic balance to agility: jumping & landing * Static balance: seated | * Agility: Ball chasing * Static balance: floor work | * Dynamic balance: on a line * Static balance: stance |
| B | * Coordination: footwork * Static balance: one leg | * Coordination: sending and receiving * Agility: reaction/ response | * Dynamic balance to agility: jumping & landing * Static balance: seated | * Agility: Ball chasing * Static balance: floor work | * Dynamic balance: on a line * Static balance: stance |
| C | * Coordination: footwork * Static balance: one leg | * Coordination: sending and receiving * Agility: reaction/ response | * Dynamic balance to agility: jumping & landing * Static balance: seated | * Agility: Ball chasing * Static balance: floor work | * Dynamic balance: on a line * Static balance: stance |
| Year 3/4 | A | * Coordination: footwork * Static balance: one leg | * Agility: reaction/ response * Static balance: floor work | * Dynamic balance to agility: jumping & landing * Static balance: seated | * Agility: Ball chasing * Static balance: stance | * Coordination: sending and receiving * Counter balance: with a partner |
| B | * Coordination: footwork * Static balance: one leg | * Agility: reaction/ response * Static balance: floor work | * Dynamic balance to agility: jumping & landing * Static balance: seated | * Agility: Ball chasing * Static balance: stance | * Dynamic balance: on a line * Coordination: ball skills |
| Year 5/6 | A | * Coordination: sending and receiving * Agility: Ball chasing | * Dynamic balance to agility: jumping & landing * Static balance: one leg | * Dynamic balance: on a line * Counter balance: with a partner | * Static balance: stance * Coordination: footwork | * Coordination: ball skills * Agility: reaction/ response |
| B | Revisit and revise | Revisit and revise | Revisit and revise | Revisit and revise | Revisit and revise |
| Secondary School | KS3 | Setting a PB and achieving sporting awards at KS3 | Performing a range of skills required at KS3 fluently and in combinations | Provide sensitive feedback, negotiate and collaborate in sports teams | Planning own warm ups and cool downs, identifying risks to safety | Outwit opponents, strategise and suggest patterns of play to achieve goals. |

**REAL PE- OTHER SPORTS**

| **PHASE** | **Cycle Year** | **Swimming** | **REAL Dance/ Creative Skills** | **REAL Gym** | **Invasion Games** | **Athletics and Summer Sports** |
| --- | --- | --- | --- | --- | --- | --- |
| Rec/ Y1/Y2 | A | Coach-led programme by ability groupings. | **Dance**   * Shapes solo * Artistry musicality * Partnering shapes * Circles solo * Artistry abstraction * Artistry (making) | **Gym**   * Shape * Travel * Flight * Rotation | **Multi-Skills**   * Spatial Awareness * Fundamental movement skills.   Running, Jumping, Skipping, Sidestepping. | **Athletics.**  Becoming aware of speed of distance.  Throwing for accuary  **Striking and Fielding**  Throwing towards a target and catching and throwing skills. |
|  | B | Coach-led programme by ability groupings. | **Dance**   * Shapes solo * Partnering shapes * Circles solo * Partnering circles * Artistry abstraction * Artistry (making) | **Gym**   * Balance * Travel * Flight * Rotation | **Multi-Skills**  Intriduction to small/large ball work.  Rolling towards a target, bouncing and catching.  Receiving a moving a ball | **Athletics.**  Running for speed and throwing for distance.  **Striking and Fielding**  Striking a moving ball with a tennis racket, |
|  | C | Coach-led programme by ability groupings. | **Dance**   * Shapes solo * Partnering shapes * Circles solo * Partnering circles * Artistry abstraction * Artistry (making) | **Gym**   * Balance * Travel * Flight * Rotation | **Multi-Skills**  Introsduction to games in pairs.  Applying simple tactics, turn taking and points scoring | **Athletics.**  Jumping over obstacles and jumping for distane.  Running at different speeds and distances.  **Striking and Fielding**  Hit a ball towards a target. |
| Year 3/4 | A | Coach-led programme by ability groupings. | **Dance**   * Shapes solo * Circles solo * Partnering shapes * Partnering circles * Artistry Abstraction * Artistry | **Gym**   * Travelling * Rotation * Flight * Balance | **Multi-Skills**  Introduction to games such as basketball, Netball, Hockey and football.  Focus on skills such as dribbling, passing and shooting and apply those skills when necceary. | **Athletics.**  Running for speed, Jumping for distance and throwing for distance.  **Striking and Fielding**  Throw, catch and bowl a ball with accuracy with improved technique. |
|  | B | Coach-led programme by ability groupings. | **Dance**   * Shapes solo * Circles solo * Partnering shapes * Partnering (lifts) * Partnering circles * Artistry | **Gym**   * Balance * Rotation * Flight * Travelling | **Multi-Skills**  Reiforce skills and begin to apply in small sided games.  Becoming confident in attack and defence. | **Athletics.**  Applying tactics and technique to imrove throwing, jumping and running.  **Striking and Fielding**  Reinforce skills and apply skills in small sided games . |
| Year 5/6 | A | Swim 25m independently | **Dance**   * Shapes solo * Circles solo * Artistry Abstraction * Artistry musicality * Partnering (lifts) * Artistry | **Gym (physical focus)**   * Hand apparatus * Low apparatus * Partner work * Large apparatus | **Multi-Skills**  Reinforce previos knowledge and improve skill set across a variety of team sports.  Begin to apply tactics to improve performance. | **Athletics.**  Jumping in islotion and combination, Triple Jump.  Understand the different paces needed for different distances.  **Striking and Fielding**  Introduction to games such as cricket, Rounders and tennis. Reinforcent of the skills required to play these games. |
|  | B | Swim 25m independently | **Dance**   * Shapes solo * Circles solo * Artistry Abstraction * Artistry musicality * Partnering (lifts) * Artistry | **Gym (creative focus)**   * Hand apparatus * Low apparatus * Partner work * Large apparatus | **Multi-Skills**  Become confident in a variety of team sports and apply a variry of skills in game situations.  Children to apply tactics and able to evaluate own and teams performance | **Athletics.**  Improve performance in all athletic disciplines. Apply tactics and technique to improve performance.  To become confident in athletic competiton.  **Striking and Fielding**  To become confidents in skills, rules and tactics of games such as rounders, cricket and tennis. Evaluate team and individual performance to improve performance. |
| Secondary School | KS3 |  | Using variety and creativity in the making and performance of a range of dances. | Engage an audience using variety and creativity | Know rules of various invasion games, strategise and participate in competitions. | |