

**Year: A**

**Term: Autumn**

**Topic: Invaders & Settlers**

### **Hi2/1.1 Pre-Roman Britain**

Pupil should be taught about changes in Britain from the Stone Age to the Iron Age

### **Hi2/1.2 Roman Britain**

Pupil should be taught about the Roman empire and its impact on Britain

### **Hi2/1.3 Anglo-Saxons & Scots**

Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots

### **Hi2/1.4 Anglo-Saxons & Vikings**

Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**Year: A**

**Term: Spring**

**Topic: Chocolate**

## **Hi2/2.5 Non-European Study**

Pupils should be taught about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900

## **Sc3/2.1 Plants**

Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Sc3/2.1c investigate the way in which water is transported within plants

Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## **Sc4/3.1 States of Matter**

Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases

Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**Year: A**

**Term: Summer**

**Topic: Chichester Harbour**

## **Ge2/1.4 Geographical Skills and Fieldwork**

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **Sc3/3.1 Rocks**

Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock

Sc3/3.1c recognise that soils are made from rocks and organic matter.

## **Sc3/4.2 Forces and Magnets**

Sc3/4.2a compare how things move on different surfaces

Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others

Sc3/4.2d compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

Sc3/4.2e describe magnets as having 2 poles

Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

# Year: B

## Term: Autumn

### Topic: Switched On

#### **Sc4/4.1 Sound**

- Sc4/4.1a identify how sounds are made, associating some of them with something vibrating
- Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear
- Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it
- Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases

#### **Sc4/4.2 Electricity**

- Sc4/4.2a identify common appliances that run on electricity
- Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Sc4/4.2c identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.

#### **Sc3/4.1 Light**

- Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light
- Sc3/4.1b notice that light is reflected from surfaces
- Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object
- Sc3/4.1e find patterns in the way that the size of shadows change.

**Year: B**

**Term: Spring**

**Topic: Wolves**

## **DT2/2.1 Cooking & Nutrition**

DT2/2.1a understand and apply the principles of a healthy and varied diet

DT2/2.1b prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

DT2/2.1c understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

## **Ge2/1.1 Locational Knowledge**

Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

## **Ge2/1.2 Place Knowledge**

Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

## **Ge2/1.3 Human and Physical Geography**

Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

## **Sc4/2.1 All Living Things**

Sc4/2.1a recognise that living things can be grouped in a variety of ways

Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.

## **Sc3/2.2 Animals including humans**

Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.

## **Sc4/2.2 Animals including humans**

Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans

Sc4/2.2b identify the different types of teeth in humans and their simple functions

Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.

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**Year: B**

**Term: Summer**

**Topic: Ancient Greece & The Olympics**

## **Hi2/2.4 Ancient Greece**

Pupils should be taught a study of Greek life and achievements and their influence on the western world

## **Ge2/1.1 Locational Knowledge**

Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

## **Ge2/1.2 Place Knowledge**

Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

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Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

## **Hi2/2.2 Extended chronological study**

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066