

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery/Reception	All about me Curriculum areas covered: UTW: The World, people and communities PD: Moving and Handling, PD: Health and Self Care. PSED	Hocus Pocus – Santa Workshop Curriculum areas covered: UTW: The World, EAD: Being Imaginative, EAD: Exploring Media & Materials.	People who help us – Chinese New Year Curriculum areas covered: UTW: People and Communities EAD: Being imaginative, PD: Health and Self-care. PSED	A Bug’s life Curriculum areas covered: UTW: The World, UTW: Technology, PSED	Up, up and away (Local areas) Growing topic Curriculum areas covered: UTW: The World, UTW: Technology, UTW: People & Communities EAD: Exploring media and materials.	Ahoy me Hearties Curriculum areas covered: UTW: The word, EAD: Being Imaginative, EAD: Exploring Media and Materials.
Year 1	<u>Where we live:</u> Locational knowledge, place knowledge, similarities and differences of a small area – compare to Whitley Bay. This unit builds children’s understanding of what location means and where they are in relation to other places. It also offers the opportunity to build comparison skills in their local area through experiential learning. Trip opportunity: Visit to Whitley Bay beach and town.	<u>Oh we do like to be beside the seaside!</u> Sea sides through history: Victorians, toys at the beach, experiential learning, opportunity for grandparents to visit to share experiences from their childhood, lifeguards to visit to talk about sea safety and recreation at the beach now. This unit offers children the opportunity to build on their geography learning from the last unit and their trip to the seaside. This unit links to the NC through, changes within living memory, life in different periods, awareness of the past, using common words and phrases relating to the passage of time. Trip opportunity: Visit to Blyth beach to see beach huts, play area and compare to Whitley Bay. Science: Animals incl humans - Locate & name parts of body, including those related to senses.	<u>Our place in the world:</u> Locational knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Develop knowledge of world, UK and their locality – their place within the world and country. Use world maps, atlases and globes. Science- Animals incl humans - identify and name common animals, describe and compare observable features. Identify fish, amphibians, reptiles, birds, mammals. Identify and group carnivore, herbivore, omnivore	<u>Great explorers – Christopher Columbus and Neil Armstrong.</u> Comparison of different ways of life in different time periods, where people and events fit within a chronological framework, events beyond living memory of national or global significance, lives of significant individuals. This unit builds on the geographical understanding from earlier units so children can appreciate the exploration and discoveries in relation to themselves and their world. Science- Everyday materials – Understand difference between an object and material it’s made from. Identify variety of everyday materials. Describe, compare & group properties of everyday materials	<u>Directions and map skills:</u> Build on prior knowledge to describe locations, use simple compass directions, atlases, maps and globes. Opportunity to look at key vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, city, town, port, harbour. Trip opportunity: Walkabout in local area to map out and write own directions. Science – Plants - identify, name common and wild plants. Describe basic structure of flowering plants	<u>Grace Darling</u> Lives of significant individuals in their own locality. Chance to build on their prior learning in both History and Geography, explore the time she lived in and compare to nowadays. Possible visit to Bamburgh to Grace Darling museum or Souter lighthouse if too far to visit the museum and beach there. Trip opportunity: Bamburgh/Souter Lighthouse
Year 2	<u>The big, wide world</u> Locational knowledge: name and locate 7 continents, 5 oceans, recap of countries and capital cities of the UK, North and South poles, map skills, atlases, directions, key vocabulary. Expands on learning about local area and UK in Y1.	<u>We want toys!</u> Toys through history – comparison skills then and now, changes in living memory, links to Christmas, chance for grandparents etc to visit and share experiences. Trip opportunity: Visit to the Discovery museum for the Toys through time workshop or Beamish.	<u>Wild weather:</u> Seasonal and daily weather patterns around the UK and world, the impact of the equator on climate, vegetation, north and south poles. Describe the importance of exercise, balanced diet, and hygiene for humans. Describe the basic need of animals for survival and the main changes as young animals, including humans, grow into adults.	<u>Great fires:</u> Great Fire of London and Great Fire of Newcastle comparison. Two key events of national importance, significance to us and impact on people, how it was dealt with, differences in times and attitudes, study of an important historical event in their own locality. Trip opportunity: Discovery museum Great Fire of Newcastle workshop. Describe the basic need of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants. Identify whether things are alive, dead, and have never lived. Describe and compare the observable features of animals from a range of groups. Describe how animals get their food from other animals/plants and use a simple food chain. Name different plants and animals and describe how they are suited to different habitats	<u>Bangladesh</u> (Could be any non-European country of choice – suggested this as many children are from there or have family there) Similarities and differences between the UK and a non-European country. Use knowledge and understanding of the properties of materials, to compare their suitability for different uses.	<u>Votes for Women!</u> A study of Emily Davison and Rosa Parks. Significant individuals who impacted on our world and lives. Focus on women – important for our children.
KS2 Theme/strand	Our world and Resources – Human geography: In this theme, we decided to focus on human Geography as it is often easier for children to access due to their understanding from their own experiences. This grounding in geographical terms will enable them to fully access the physical Geography unit later in the year. We grouped these topics as they are all based in human Geography.	Achievements of earliest civilisations: The topics in this theme build on prior learning year upon year so that children are able to access more complex content as they progress through the school due to their high quality vocabulary and prior study of age-appropriate topics. We elected this theme for our children because it will help to expand their understanding of the world around them and give them access to knowledge and experiences they may not have otherwise. This is the first unit as we wanted to teach History chronologically.	Physical geography: This theme builds on the learning from the earlier human theme and allows children to use their new vocabulary to support their learning. Children having an understanding of their area and the world around them will enable them to understand better the differences in the physical geography of the rest of the world as well as their own country. Knowing more about the location of different countries will also allow children to understand why different formations happen in different places.	Periods of change and growth in the UK: This theme builds children’s knowledge of their history. It allows them to understand how the country they live in has developed and where our culture comes from. This is particularly important for our children as they can see the rich and varied heritage that they belong to and understand their role in that still developing story.	Current issues in our world: This theme focuses on current issues in our world due to climate change, coastal erosion and overuse of fossil fuels. This is very important for our children as they live our the Gospel value of being stewards of the Earth. For our children this will also enable them to be more aware of the impact they can have on the environment and how to look after it for future generations.	Changing types of leadership: This theme focuses on prominent leaders in the UK. This will build on their prior learning about leaders such as Alfred the Great and allow them to deepen their understanding from the Periods of Change theme. Leadership is a key focus for our children as we want them to be confident leaders and learners for the rest of their lives.
Year 3	<u>Where we live and Our place in the world</u> 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, major cities. Identify the position and significance of latitude, longitude, Equator, Northern	<u>Ancient Egypt:</u> Tomb Raiders (Egyptians) – (History – the achievements of the earliest civilisations. Skills – understanding the earliest civilisations, understanding of long and short time-scales. Geography – link between human and physical geography with the settlement of Egyptian peoples around the Nile) know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution	<u>Mountains and rivers (Geography):</u> Know more about the features of a variety of places around the world from local to global. Understand how people can both improve and damage the environment. Draw on knowledge and understanding to suggest suitable geographical enquiry questions. Communicate findings using the appropriate vocabulary	<u>The Stone Age and Iron Age:</u> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and	<u>Coastal areas:</u> Famous coastlines, erosion, disappearing coastlines, what we can do Trip opportunity: Visit to the coast to study erosion and rocks.	<u>Henry VIII and Elizabeth I:</u> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 such as the changing power of monarchs.

	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. 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. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 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.</p> <p>Force and Magnets Explore forces, noticing that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p>of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Trip opportunity: Centre for Life mummification workshop.</p> <p>Light and Shadow Recognise how shadows are formed and how the size of shadows can change.</p>	<p>Trip opportunity: Bridges trip.</p> <p><u>ANIMALS INCLUDING HUMANS</u> Y3. Name and describe the functions of the musculoskeletal</p> <p>Identify that animals, including human, need the right amount of nutrition and know that they get this from what they eat</p>	<p>significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Children should be taught about: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture. Trip opportunity: Great North museum – investigating history, Stone age and Bronze age.</p> <p>Plants Build upon prior knowledge to describe functions of the main parts of a flowering plant, investigating ways of transporting water. Explore the requirements of plants for life and growth and how they vary from plant to plant. Examine the part that flowers play in the life cycle of flowering.</p>		<p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Visit opportunity: Viking school visits – Tudor workshop.</p> <p>Rocks and Soils Compare and group together different kinds of rocks. Describe in simple terms how fossils are formed.</p>
<p>Year 4</p>	<p>Changing jobs:</p> <p>Children will learn about jobs around the world, how those are changing based on resources and changes in physical geography, what jobs will be like in the future, the impact of technology.</p> <p>Trip opportunity: Trip to a factory? To see manufacturing?</p> <p>States of matter: Describe characteristics, group materials on this basis and describe changes of state due to temperatures e.g. the water cycle.</p>	<p>The Ancient Greeks</p> <p>(Geography – locate countries on a map. History – understand the legacy of Greek culture, their life and achievements and their influence on the western world. Skills – know and understand the nature of ancient civilisations, gain historical perspective by placing growing knowledge into different contexts, understand methods of historical enquiry and discern how and why contrasting arguments and interpretations of the past have been constructed)</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Trip opportunity: Great North Museum Ancient Greece workshop.</p> <p>Electricity Identify common appliances that run on electricity, construct a simple circuit and identify and name its parts.</p>	<p>Global Ecosystems</p> <p>(History – the murder of Chico Mendes and historical destruction of rainforests. Geography – identify the position and significance of latitude and longitude [equator], understand geographical similarities and differences through the study of human and physical geography of a region of South America, describe and understand key aspects of physical geography including physical geography including climate zones, vegetation belts and the water cycle, distribution of natural resources) Living things and their habitats: Explore and use classification keys, group and identify animals. Name things in their local environment.</p>	<p>Ruthless Romans</p> <p>(History – role of the Romans in Britain, Roman culture, invasion attempts. Skills – chronology, understanding ancient civilisations, understanding methods of historical enquiry including using sources and assessing them. Geography – understanding features of the local area and being able to locate key locations on a map)</p> <p>Trip opportunity: Vindolanda or Segedunum or Abeia fort.</p> <p>Sound Explain how sounds travel and are heard using the idea of vibrations and explain how pitch and volume can change. The Digestive System Name and describe the functions and parts of the digestive system in humans.</p>	<p>Energy: Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.</p> <p>Trip opportunity: Visit to wind farm, solar farm or renewables centre or Centre for life Plastics and recycling?</p> <p>Teeth and eating: Identify different types of teeth in humans and explain their functions.</p>	<p>Oliver Cromwell – The Civil War:</p> <p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 such as the changing power of monarchs.</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Trip opportunity: Living history day at Newcastle Keep.</p> <p>Food chains: Construct and interpret food chains, identifying producers, predators and preys.</p>

<p>Year 5</p>	<p>Resources and trade:</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 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, major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.</p> <p>Trip opportunity: Visit to a shipping company – maybe something through the insurance company linked to breakfast club?</p> <p>Earth and space 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 describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Shang Dynasty:</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Trip opportunity: The oriental museum at Durham University.</p> <p>Living things and their habitats describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p>	<p>Water and the water Cycle:</p> <p>Children learn about how the water cycle works, who uses water and how and what the issues are with water in our world.</p> <p>Trip opportunity: Birtley waste water treatment facility or Centre for life water and sustainability workshop.</p> <p>Animals including humans Describe the changes as humans develop to old age.</p>	<p>Anglo Saxons (History)</p> <p>Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. Pupils can understand why some civilisations have been successful and why others have not. Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. Pupils can evaluate sources and identify those that are useful to the task. Pupils are beginning to make use of dates and terms to structure their work.</p> <p>Trip opportunity: Jarrow Hall</p> <p>Properties and changes of materials compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Climate:</p> <p>Climate around the equator, climate around the world, deserts, temperate climates, cold environments.</p> <p>Forces Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>Victoria:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as the changing power of monarchs.</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Trip opportunity: Ouseburn trust: The Victoria Tunnel.</p>
<p>Year 6</p>	<p>Food:</p> <p>Distribution of food, where does food come from, food miles, sustainable food.</p> <p>Trip opportunity: https://www.themagicchatcafe.co.uk/ food waste project in Newcastle.</p> <p>Light: How does light travel? recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast the</p>	<p>The Mayans:</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Trip opportunity: Past productions Mayan workshop. http://pastproductions.co.uk/schools/workshops/mayans/</p>	<p>Hazardous World</p> <p>Know more about the features of a variety of places around the world from local to global and in different parts of the world.</p> <p>Describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places.</p> <p>Describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p> <p>Explain own views Suggest own geographical enquiry. Select and use appropriate skills to conduct enquiry.</p> <p>Trip opportunity: Earthquake engineering workshop.</p> <p>Animals including Humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>Vikings up to 1066 including Alfred and Athelstan:</p> <p>Pupils can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. Pupils can understand why some civilisations have been successful and why others have not. Pupils understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past. Pupils can evaluate sources and identify those that are useful to the task. Pupils are beginning to make use of dates and terms to structure their work</p> <p>Trip opportunity: Jorvik.</p> <p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Map skills</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. 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</p> <p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram</p>	<p>WW2 – Winston Churchill and Clement Attlee:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as the changing power of monarchs.</p> <p>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>

						<p>Trip opportunity: Eden Camp, Discovery museum WW2 workshop or Great North museum WW2 workshop.</p> <p>Living things and their Habitats</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristic</p>
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