Curriculum Overview: Jurassic A

	Autumn 1	Autumn 2	Festive Enterprise	Spring 1	Spring 2	Summer 1	Summer 2
	One Globe		**Festive Enterprise**	**Maya**		**Being Human**	**Coasts and settlements - Comparison**

History, Geography, Science, DT, Art

Autumn 1	Autumn 2	Festive Enterprise	Spring 1	Spring 2	Summer 1	Summer 2
Human and physical geography - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, **mountains, volcanoes and earthquakes**, and the water cycle - 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** Locational knowledge - 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) - 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 **Mechanisms:** pulleys – make a cable car for a mountain		What the significance of the first people to visit Jesus? Nativity. (Christian) **Cooking and nutrition:** prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 **Cooking and nutrition:** prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (salsa, guacamole, chocolate) **Textiles:** weaving		**Animals including humans** Pupils should be taught to: • 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 • describe the changes as humans develop to old age • *Leonardo Da Vinci's Vitruvian man (scientists and inventors)* **Cooking and nutrition:** understand and apply the principles of a healthy and varied diet Artist Study: Kandinsky	Place knowledge - 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 within North or South America Human and physical geography - **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 Locational knowledge - 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** 3D modelling, sculpture of Jurassic coast
Living things and their habitats Pupils should be taught to: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals **Living things and their habitats** Pupils should be taught to: • 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 • give reasons for classifying plants and animals based on specific characteristics	**Evolution and inheritance** Pupils should be taught to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • *Mary Leakey's work on fossils (scientists and inventors)* • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • *DNA scientists (scientists and inventors)* • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	**Textiles:** cross stitch Christmas decoration	**Earth and space** Pupils should be taught to: • 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 • *Stephen Hawking (scientists and inventors)*	**Forces** Pupils should be taught to: • 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		

English

Autumn 1	Autumn 2	Festive Enterprise	Spring 1	Spring 2	Summer 1	Summer 2
Writing to entertain: narrative (The Piano) • Use semi-colons to join related clauses • Use dashes to emphasise additional information • Use a range of tenses to indicate changes in timing/sequence etc • *In narratives, describing setting, characters and atmosphere* • Use adverbials to provide cohesion across the text **Writing to discuss: review** (The Piano) • Use colons and semi-colons to punctuate complex lists • Use of the subjunctive form where needed • Use of expanded noun phrases to describe in detail **Writing to entertain: classic poetry** (The Highwayman) • *Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience*	**Writing to persuade: letter** (to use fair trade products) • Use brackets or dashes for parentheses, including for emphasis • Planned repetition • *Identify how language, structure and presentation contribute to meaning* • *Distinguish between statements of fact and opinion* • *Retrieve, record and present information from non-fiction* **Writing to entertain: narrative** (short spooky stories -Harris Burdick) • Use a wide range of sentence structures to add interest • Use paragraphs to organise in time sequence		**Writing to discuss: newspaper article** (the heliocentric/geocentric debate) • Use relative clauses to provide supporting detail • Use commas to mark relative clauses • Use brackets or dashes for parenthesis, including for emphasis • Use semi-colons to mark related clauses • *Précising longer passages* **Writing to inform: recount** (Francis) • Begin to use colons to link related clauses • *Use a thesaurus*	**Writing to inform: report** (Mayan life) • Use subordinating conjunctions in varied positions • Begin to use passive voice to remain formal or detached • Use technical vocabulary • Glossary • Use brackets or dashes to explain technical vocabulary • Use semi-colons to punctate complex lists, including when using bullet points • Use colons to introduce lists or sections • Headings/subheadings • *Retrieve, record and present information from non-fiction* **Writing to entertain: plays** (Macbeth) • *Discuss and evaluate how authors use language including figurative language considering the impact on the reader*	**Writing to entertain: descriptions** (Kensuke - blog) • Use subordinate clauses to add detail or context, including varied positions • Use brackets for incidentals • *Discuss and evaluate how authors use language including figurative language considering the impact on the reader* • *In narratives, describing setting, characters and atmosphere* • *Integrate dialogue to convey character and advance the action*	**Writing to persuade: speech** (about the protection of the Jurassic Coast) • use adverbials to convey a sense of certainty • use short sentences for emphasis • use of the subjunctive form for formal structure • use ? ! for rhetorical/exclamatory sentences • hyperbole • *Distinguish between statements of fact and opinion* • *Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary* **Writing to entertain: performance poems** • *Learn a range of poetry by heart* • *Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience*

RE

Autumn 1	Autumn 2	Festive Enterprise	Spring 1	Spring 2	Summer 1	Summer 2
What do different beliefs tell us about caring for our environment? (pan-religious)			What do people believe about how the world began? Creation Stories (pan-religious)		How do people decide what is a good life? Morality and ethics The Ten Commandments (Christianity) and Deuteronomy (Judaism)	Why is Muhammad called the Messenger of God? (Islam)

Computing/Music

Autumn 1	Autumn 2	Festive Enterprise	Spring 1	Spring 2	Summer 1	Summer 2
	Research – Use search technologies effectively, appreciate how results re selected and ranks, and be discerning in evaluating digital content. **Design and create –** present (PowerPoint) Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		**E-safety –** safer internet day Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **Design and create –** (word) Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**Media –** News Report – King Duncan's death Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**Communicate –** Blog - Kensuke life experience blog. Understand computer networks including the internet; how they can provide multiple services, such as world wide web; and the opportunities they offer for communication and collaboration.	**Control –** Text based adventure game (Dr Who) Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes.

Tri

Autumn 1	Autumn 2	Festive Enterprise	Spring 1	Spring 2	Summer 1	Summer 2
			Visitor: Space Dome		Visitor: Life Education Van	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We will remember (World War II in Europe and the Battle of Britain)		**Bere Regis: Our Local History**		**All Change**	**The Shang Dynasty**
History, Geography, Science, DT, Art	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example: the changing power of monarchs using case studies such as John, Anne and Victoria - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day - a significant turning point in British history, for example, the first railways or the Battle of Britain **Light** Pupils should be taught to: • 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 them **Textiles** – knitting a poppy	**Electricity** Pupils should be taught to: • 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 **Electronics:** understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] (bunker? - Hamilton trust circuit building)	A local history study For example: - a depth study linked to one of the British areas of study listed above - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-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 - 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. Locational knowledge - **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**		**Properties and changes of materials** Pupils should be taught to: • compare and group together everyday materials on the basis of 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 **Cooking and nutrition:** prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	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 **Mechanisms:** cams: 3D moving toy How does religion influence culture – Taoist, Buddhist and Ancient Chinese tradition.
English	**Writing to inform: newspaper article** (outbreak of war) • Use expanded noun phrases to inform • Secure use of commas to mark clauses, including opening or subordinating clauses • *Identify how language, structure and presentation contribute to meaning* • *Retrieve, record and present information from non-fiction* • *Précising longer passages* **Writing to entertain: poems on a theme – War poems. (Cultures)**	**Writing to entertain: narrative** (historical – War Horse) • Use colons to add further detail in a new clause • Use relative clauses to add detail or context • Detailed description • *In narratives, describing setting, characters and atmosphere* • *Integrate dialogue to convey character and advance the action*	**Writing to entertain: characters/settings, descriptions** (Harry Potter) • *Discuss and evaluate how authors use language including figurative language considering the impact on the reader* • *Use a thesaurus* • *Integrate dialogue to convey character and advance the action* **Writing to persuade: advertising** (Visit Bere Regis leaflets) • use of second person • personal pronouns • facts and statistics • use of colour and images • use imperative and modal verbs to convey urgency • use semi-colons for structure repetition • hyperbole • use colons and semi-colons to list features, attractions or arguments.	**Writing to inform: biography** (Mary Anning) • Use relative clauses to add further detail • Use brackets or dashes to mark relative clauses • Begin to use colons and semi-colons to mark clauses • Paragraphs used to group related ideas • *Retrieve, record and present information from non-fiction*	**Writing to entertain: characters/settings, descriptions** (Northern Lights) B • Adverbials: -ed openers, -ing openers • Use relative clauses to add detail or context • Detailed description • Use paragraphs to organise in time sequence • *Discuss and evaluate how authors use language including figurative language considering the impact on the reader* • *In narratives, describing setting, characters and atmosphere*	**Writing to discuss: balanced argument** (Was he a good emperor?) • Use model verbs to convey degrees of probability • Use paragraphs to structure arguments • Begin to use passive voice to maintain impersonal tone • Maintain formal and impersonal tone • Appropriate use of cohesive devices • *Distinguish between statements of fact and opinion* • *Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary* **Writing to entertain: poetic style** (Michael Rosen, Roger Mcgough) • *Learn a range of poetry by heart* • *Prepare poems to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience*
Computing	**Research** – Use search technologies effectively, appreciate how results re selected and ranks, and be discerning in evaluating digital content.		**E-safety – safer internet day** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **Design and create – data** (Excel) Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**Communicate** – Travel programme Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**Communicate** - Stop motion (states of matter) Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**Control - Barclays Project** Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes.
RE	Can religions help people find peace? Acts of Peace (pan-religious)	Journeys – an exploration of pilgrimages in Christianity and Islam (half day projects)	How do Christians and Muslims make use of places of worship? (Christian, Muslim)		Does prayer make a difference? (The Five Pillars of Islam and Christian Worship)	
	Nothe Fort (not 2019 because of coverage) Tank Museum/Signals Museum				Visitors: Life Education Van	Visit: Carey Camp
	Parents:					