



English Curriculum Map

FICTIONAL WRITING

At St Mary's C of E Primary, we strive to provide clear progression in writing through a text-rich curriculum using the *Read Write Inc: Literacy and Language programme*. Pupils are exposed to and immersed in a wide range of genres and discuss texts with maturity with a focus on purpose and audience.

Read Write Inc: Literacy and Language for Years 2 to 6 develops children's comprehension, writing and spoken language by:

- Using a unique step-by-step approach through whole class shared reading to give children the skills to comprehend every text and the confidence to write ambitiously and accurately.
- Teaching grammar in context, with a comprehensive grammar bank to build knowledge.
- Engaging children and developing their vocabulary using drama and discussion.
- Preparing children for the national tests with the supporting Progress Tests Handbooks.

Planning is taken from the *Read Write inc: Literacy and Language programme*. The programmes multi-layered and integrated approach to teaching fiction and grammar is spread across six units for each year group. Teachers prepare to teach by gaining a thorough overview of each unit, texts and how each activity builds onto the next.

Spelling is taught using the *Read Write Inc: Spelling programme* and meets the spelling requirements of the English National Curriculum for Years 2 to 6, and revises spelling taught in Year 1.

	Terms:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All subjects are topic linked.	Who am I? All about me	What do we celebrate? Celebrations	Once upon a time Traditional tales	Where do animals live? 'Animals and their habitats'	What can we do to help? 'People who help us'	How do things change over time?



Nursery	Nursery Specific Prime Area: Literacy	Owl Babies by Martin Waddell (Self-portraits, pre-writing shape writing activities) Lulu's first day by Anna McQuinn Pip and Posy and the New Friend by Camilla Reid All about me~: Family by Dan Lester Feelings by Todd Parr	Diwali by Katie Dicker Little Glow by Katie Sahota The little red hen - Harvest <i>(sequencing, instructions)</i> The Snowman by Raymond Briggs (Vis Lit) <i>(question writing)</i> The Chinese New Year Story Christmas Story <i>(ordering and sequencing the Christmas story, writing letters)</i>	The Three Little pigs <i>(list what they would use to build a house)</i> The Gingerbread man <i>(missing poster)</i> The Little Red Riding Hood The Three Billy Goats Gruff Helicopter stories <i>(where a child creates and tells their own story).</i>	Wow! Said the owl by Tim Hopgood <i>(Fact sheet about a nocturnal animal)</i> Mr Grumpys Outing by John Burningham Walking through the Jungle by Julie Lacome The Very Busy spider by Eric Carle We're going on a bear hunt by Michael Rosen The Rainbow fish by Marcus Pfister <i>(draw and decorate their fish and begin to label work with letters in their name)</i>	Kind by Alison Green The Smartest Giant in town by Julia Donaldson Topsy and Tim go to the hospital by Jean Adamson & Gareth Adamson Topsy and Tim meet the Police by Jean Adamson & Gareth Adamson Flashing fire engines by Tony Mitton Topsy and Tim Safety first by Jean Adamson & Gareth Adamson	Jaspers beanstalk by Nick Butterworth & Mick Inkpen The Enormous Turnip Olivers Vegetables by Vivian French <i>(creating recipe for soup and making in mud kitchen)</i> From Caterpillar to butterfly by Deborah Heiligman From Egg to Chicken by Gerald Legg
	Progression	Exploring mark-making, - Enjoy making marks in different media. Explore pencils, crayons, chalk, paintbrushes and other writing tools. Make large-scale movements, lines, circles, dots and scribbles. Develop hand and finger strength through playdough, threading, tweezers and construction. Begin to develop a comfortable grip. Talk about marks they have made.	Make marks with increasing control. Practise vertical, horizontal, circular and zigzag movements Begin to give meaning to their marks and drawings. Draw pictures to represent people, objects and experiences. Begin to imitate familiar writing, such as shopping lists or letters. Explore patterns, shapes and pre-writing movements.	Develop greater control when using pencils and other tools. Begin to draw recognisable pictures. Add marks or symbols to drawings to communicate meaning. Begin to recognise and copy some familiar letters. Continue to strengthen fine-motor skills.	Make purposeful marks to represent words and ideas. -Begin to form some recognisable letters. Attempt letters from their own name. Use writing in role play and everyday situations. Develop increasing confidence when writing independently.	Write their first name with increasing independence Form some recognisable letters. Use letters, symbols and marks to represent sounds or words. Write for different purposes, including lists, cards and messages. Talk about and explain what they have written.	Write their name independently and confidently. Form an increasing number of recognisable letters. Use some letters to represent sounds they hear. Show increasing control of pencil and writing tools. Take pride in and talk about their writing.
	All subjects are topic linked	Who am I?	What do we celebrate? Celebrations	How can I be a superhero? People who help us	What happens in space? Space	How can we save the animals? Awesome animals	How do things change over time?



Reception	Reception Specific Prime Area: Literacy Core text	Starting school by Janet Alberg In Every House on Every Street by Jess Hitchman How do dinosaurs go to school? By Jane Yolen The Family book by Todd Parr The colour monster by Anna Llenas Goldilocks and the three bears- Janet Hillman	Kippers Birthday by Mick Inkpen The story of Rama and Sita Eid/Ramadan Story The Great Race by Emily Hills (Chinese New Year Story) The First Christmas by Rod Campbell	Look Up! (writing about when we grow up) by Nathan Bryon Supertato by Sue Hendra and Paul Linnet Superworm by Julia Donaldson (<i>minibeast fact files</i>) Life savers (Non-fiction) Firefighters (Non-fiction) Florence Nightingale (Non-fiction)	How to catch a star by liver Jeffers Whatever Next by Jill Murphy Aliens love underpants by Claire Freedman La Luna by David Wiesner (vis lit) – (<i>application to work on the moon</i>) Katie and the Starry night by James Mayhew Ada Twist Scientist by Andrea Beaty	Dear Zoo by Rod Campbell The Tiger who came to tea by Judith Kerr Oi, get off our train! By John Burningham Somebody swallowed Stanley by Sarah Roberts The Great Kapok Tree by Lynne Cherry	Jack and the Beanstalk Tad by Benji Davies The Very Hungry Caterpillar – Eric Carle, Tree: Seasons Come, Seasons Go – Patricia Hegarty, Meet the Weather – Caryl Hart, The Growing Story – Ruth Krauss Starting school (Transition to Y1)
	Progression Write their name independently and confidently. Form an increasing number of recognisable letters. Use some letters to represent sounds they hear. Take pride in and talk about their writing.	Write a dictated label using phonics. Compose and write a label using phonics.	Write a dictated label using phonics. Compose and write a label using phonics.	Write a dictated label Write a dictated caption Identify correct spacing between words. Write a dictated decodable caption with correct spacing.	Revising letter formation Write a dictated label Write a dictated caption Identify correct spacing between words. Write a dictated decodable caption with correct spacing.	Consolidation of letter formation Write a dictated caption with finger spaces. Compose and write a decodable caption with correct spacing. Write a dictated sentence. Write a dictated sentence using finger spaces. Identify and describe ending punctuation full stop.	Consolidation of letter formation. Identify and describe ending punctuation (full stop.) Identify capital letters at the beginning of a sentence Write a sentence using finger spaces. Write a sentence using finger spaces and a full stop. Write a sentence using finger space, full stops and capital letters.
	Terms:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Core texts	Handa Surprise by Eileen Browne Sam and Dave dig a hole by John Klassen	The Proudest Blue by Ibtihaj Muhammed Major Glad, Major Dizzy by Jan Oke	Jack and the Jellybean Stalk by Rachel Mortimer Last Stop on Market Street by Matt de la Peña	Chocolate Cake by Michael Rosen The Way Back Home by Oliver Jeffrey	Ruby's Worry by Tom Percival The Snail and The Whale by Julia Donaldson	The Little Wooden Robot and the Log Princess by Tom Gaulo We're going to find the Monster by Malorie Blackman
	Unit overview	Children explore the theme of friendship and look at how we can use the sense of smell,	Children explore the theme of identity and belonging and	Children explore their own imaginative worlds and sense of adventure.	Children explore how to write an instruction text by using verbs in the imperative	Children explore how to understand and deal with their own worries, emphasising the	Children explore traditional (i.e., fairy) tales by looking at characters and structures



	sight, touch, actions and feelings to create different atmospheres in a story.	look at how we can use adjectives in our sentences.	Through the medium of drama, they will delve into characters' feelings. This unit will guide them in using "and" to connect ideas.	form and adverbs of sequence.	importance of communication, empathy and finding support from others.	(i.e., problem/resolution). They will recognise special phrases which are used in fairy tales.
Grammar focus	Children will develop their understanding of the concepts set out in English appendix 2 by • Separate words with spaces, using capital letters, full stops, question marks and exclamation mark to demarcate sentences • Use capital letters for names and for personal pronoun "I" • Regular plural noun suffixes -s or -es, including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives • Use the grammatical terminology in English (English appendix 2) in discussing their writing					
Writing outcome	Children learn to: • Combine words to make sentences • Build and rehearse their own sentences based on ideas from the story • Write effective sentences by sequencing sentences to form short narratives • Write a composition based on the storybook they have just read • Apply new grammar concepts linked to the story • Use new vocabulary in their writing • Edit their writing to correct their grammar and punctuation • Edit their own and their partners writing					
Prior knowledge and skills	• Join in with stories, rhymes and songs • Write simple sentences using phonic knowledge to write words, • Explore fiction and non-fiction texts					
Progression	- Create a new story - Create a poem - Create a new fairy-tale - Write a recount - Write a postcard - Write an instruction text					
Transcription	Children learn to: • develop a confident handwriting style • spell common words with common graphemes and suffixes • spell common words with unusual graphemes • write prepared sentences with correct spelling and punctuation					



Year 2	Core texts	Themes in a story Cottonwool Colin By Jeanne Willis and Tony Ross	Poetry The Fish who could wish by John Bush and Korky Paul	Play scripts Little Croc's Purse by Lizzie Finley Oh Gnome! By Lou Kuenzler	Fairy tales Billy Monster's Daymare by Alan Durant and Ross Collins (a picture book) Beauty and the Beast by Gill Howell	A story with a familiar setting The Night Shimmy by Gwen Strauss and Anthony Browne Chatterbox by Adrian Bradbury	A story set in a fantasy world G.E.M by Jane Clarke and Garry Parson (A picture book) Chocolate Planet by Jon Blake
	Unit overview	Children explore the theme of family relationships and independence and look at how a character's feelings can change throughout a story.	Children read a variety of poems and explore poetic techniques. They listen to a recording of Underwater Farmyard by Carol Ann Duffy.	Children look at themes of honesty, friendship and persuasion. They explore how characters thoughts and feelings are revealed by their actions, and identify important moments or characters.	Children explore traditional (i.e. fairy) tales by looking at plot, settings, characters and the power of change. They will recognise special phrases which are used in fairy tales, and identify the most important moments in a story.	Children examine the themes of communication and relationships. They will explore what characters' speech and actions reveal about them. They will focus on personal writing, like diaries.	Children look at the themes of envy and courage, and explore them within fantasy stories. They will think about key ideas in fantasy stories, and the importance of setting. They will use drama to explore character motivation.
	Grammar focus	Capital letters Question mark Suffixes (-ful, -less)	Commas in lists Suffixes (-ing, -er, -est)	Sentences with different forms (exclamation and command) Adjectives, nouns and noun phrases.	Conjunctions (for co-ordination) Adverbs	Conjunctions (for subordination) Apostrophes for contractions	Verb tenses Tenses in texts
	Writing outcome	<i>Create a new story about friendship which is set in a school</i>	<i>Imagine a new sea creature and create a shape poem using kennings to represent it.</i>	<i>Create new play scenes.</i>	<i>Create a new fairy-tale</i> <i>Write a set of instructions</i>	<i>Write a diary entry about something that happened to a character they created.</i>	<i>Write a fantasy story set in space</i> <i>Create a fact file about the history of chocolate</i>
	Prior knowledge	Yr1 RWI storybooks – Discussed and recorded characters thoughts and feelings and how they changed throughout a story.	EYFS – Explored nursery rhymes and songs.		EYFS – Explored Fairy tales	Yr1 –wrote short diary entries based on the RWI storybook.	
	Progression		Yr 3 - Write a poem experimenting with water imagery and unusual combinations of words.	Yr2 - Children develop ideas for an extended scene for a play, using what they know about the characters to develop convincing actions and dialogue for them.	Yr4 - Write an ending for a new play script based on the traditional tale of Rumpelstiltskin.	Yr2- Revisit stories with a familiar setting	
	Transcription:	Read Write inc: Spelling programme for Year 2 taught. - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - use spacing between words that reflects the size of the letters					
	Core texts	A story with a familiar setting Sand Wizards by Jon Blake	A play script A Tune of Lies by Lou Kuenzler	A science-fiction fantasy story A Tale of Two Robots by Roy Apps	A Poem Water-cycle by Andrew Fusek Peters	A mystery story Smash and Grab! By John Dougherty	A folktale The Enchantments of the Sandy by Jamila Gavin



	Unit overview	This unit explores the themes of friendship and feelings through the study of an evocative story set at the seaside. Children explore the changing moods of the main characters and how these are reflected in the setting.	In this unit children study a play script A Tune of Lies by Lou Kuenzler. They explore the key themes in the play script of friendship and lying and the techniques typical of the genre.	This humorous story introduces a science fiction element into a familiar setting. Children will become encouraged to develop empathetic responses to characters and situations and an awareness of different points of view.	Children have fun with word play and imagery, exploring a range of short tongue twisters, riddles, nonsense poems and a longer performance poem. Children are given an opportunity to learn a short section of the poem and enjoy the experience of performing.	In this unit children explore how authors create mystery and suspense in mystery stories.	This unit explore folktales, using the Enchantments of the Sandy and other stories from a variety of cultures to explore the key features, settings and dramatic language used in this genre.
	Grammar focus	Adverbs and adverbials Inverted commas Headings and Sub-headings	Adverbs of time	Determiners a or an Conjunctions Adverbs and adverbials	Prefixes	Adverbs and word families Sentences Perfect tense	Prepositions Paragraphs
	Writing outcome	<i>Children build ideas about setting and character and then write descriptions of two contrasting beach settings, from a first-person narrator's point of view.</i>	<i>Children develop ideas for an extended scene for the play, using what they know about the characters to develop convincing actions and dialogue for them.</i>	<i>Write a new episode for the story about a new adventure for the robots, during which they decide to go on a day out.</i>	<i>Write a poem experimenting with water imagery and unusual combinations of words.</i>	<i>To use similar techniques to write a dramatic and compelling mystery story.</i>	<i>To draw upon what they have learnt to write their own folktale in a new setting.</i>
	Prior knowledge	Yr 2 – Explored a story with a familiar setting.	Yr 2 – created new play scenes.	Yr 2 – wrote a fantasy story.	Yr 2 – read a variety of poetry, explored poetic techniques, and wrote poetry.		
	Progression		Yr 4 –Write an ending for a new play script based on a traditional tale.		Yr 4 - Children are encouraged to experiment with language and form to create their own poems in free verse.		
	Transcription	Read Write inc: Spelling programme for Year 3 taught. • use further prefixes and suffixes and understand how to add them - see English appendix 1 • spell further homophones • spell words that are often misspelt - see English appendix 1 • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far					
Year 4	Core texts	<u>A dilemma story</u> Lost or Stolen? By Narinder Dhami	<u>Poetry</u> The Balloons by Oscar Wilde My Sari by Debjani Chatterjee At the End of a School Day by Wes Magee	<u>A story in narrative verse</u> The Bogey Men and the Trolls Next Door by Kaye Umansky	<u>A play script</u> The Fly and the Fool by Lou Kuenzler	<u>A story with a historical setting</u> Runaway's! By Jim Eldridge	<u>A story from another culture</u> Sugarcane Juice by Pratima Mitchell



	Unit overview	This unit explores the themes of relationships, suspicion and trust.	This unit explore three poems with the theme of moments to remember: everyday moments shaped into poems. The emphasis is on enjoying the poet's use of language to create images and emotions.	In this unit children read a story told in rhyming narrative verse. They use drama and discussion to look at some of the serious issues behind the humour in the story. Strands of the story are then picked out to form the basis of the children's own writing.	In this unit the children explore a playscript set in Vietnam. They look at the differences between how the characters see themselves and how others see them.	This unit focuses on a story set in Victorian times. Children explore the setting and use it to immerse themselves in the story. The setting and period then provide inspiration for their own writing.	This unit explores a story from another culture, set in Pakistan. Children look closely at the vivid descriptions and action so that they can borrow language ideas and structure such as dialogue to use in their writing.
	Grammar focus	Inverted commas	Paragraphs	Adverbials including fronted adverbials	Plurals, possession and apostrophes	Standard English	Nouns and Pronouns
	Writing outcome	<i>Children use a story 'rollercoaster' to plan and write a new chapter for Lost or Stolen? by Narinder Dhami.</i>	<i>Children are encouraged to experiment with language and form to create their own poems in free verse.</i>	<i>To write a new story using some of the characters from The Bogey Men and the Trolls Next Door</i>	<i>Write an ending for a new play script based on the traditional tale of Rumpelstiltskin</i>	<i>Write a story in a historical setting.</i>	<i>Children write an additional episode of the story using the ideas and techniques that they have explored.</i>
	Prior knowledge	Yr3- explored the themes of friendship and feelings through the study of an evocative story.	Yr2 - read a variety of poetry, explored poetic techniques, and wrote poetry. Yr3 - explored a range of short tongue twisters, riddles, nonsense poems and a longer performance poem.		Yr 2- created new play scenes Yr3- children developed ideas for an extended scene for the play, using what they knew about the characters to develop convincing actions and dialogue for them.		
	Progression		Yr 5 – to compose a free verse poem using strong imagery, rich vocabulary and use of powerful personification .		Yr 5 - Children look at the stages of development of a script, then go on to write an extra scene for the play.	Yr 6 -explore a short story set in 1938. Children will use the text 'Brasheem's Tortoise' by Susan Price and extracts from others to explore key features of a variety of fiction genres.	Yr 6 - write a narrative set in another country and to consider the culture,
	Transcription	Read Write inc: Spelling programme for Year 4 taught. *Continue to build on the year 3-4 handwriting outcomes stated in the National Curriculum.					
Year 5	Core texts	<u>A myth</u> Prometheus and Pandora by Janey Pursglove	<u>A modern re-telling of a myth/dilemma story</u> Bling! By Jon Blake	<u>Poetic style</u> Goodnight Stroud by Pie Corbett Last Night, I saw The City Breathing by Andrew	<u>A story by a significant children's author</u> This is NOT a Fairy Tale by Jeremy Strong	<u>A story from another culture</u> Dragon Slayer by Gill Howell	<u>A play script, dramatic convention</u> Father's day by Lou Kuenzler



			Fusek Peters			
Unit overview	Children analyse the importance of different characters to the development of the story and examine the role of the narrator as storyteller. Differences between oral and written storytelling are explored and used to support the children's own writing and storytelling.	The story is a modern re-telling of the King Midas myth and the unit focuses on how a dilemma can be a driving force of a narrative. The children create characters of different status and empathise with the main character's dilemma.	Children study two poems about cities which have been chosen for their similar theme, strong imagery, rich vocabulary and use of powerful personification.	This unit explores the work of the author Jeremy Strong. Focusing on one of his short stories and other examples of his work the children find out about his style and explore how he creates his stories as a series of humorous episodes with pace and excitement. They use various techniques to help them understand how to create characters and dialogue.	The unit explores story structure using a story form another culture. Dragon Slayer is an adventure story set in China and provides an exciting model for children to explore using pace and suspense to add excitement to their narratives.	Children study a play script, Father's day, about step-sibling rivalry. The author uses a range of dramatic conventions to explore subtleties of character and the conflicting emotions experienced within families. Children study the plot and sub-plot and dramatic convention. Elements of performance are also included.
Grammar focus	Devices to build cohesion within a paragraph Linking ideas across paragraphs	Relative clause	Modal verbs Adverbs of possibility	Brackets, dashes or commas to indicate parenthesis	Converting nouns or adjectives into verbs using suffixes Verb prefixes	Uses of commas to clarify meaning or avoid ambiguity
Writing outcome	<i>To write a new ending for Prometheus and Pandora from Pandora's point of view, using ideas from the story and other traditional tales.</i>	<i>To compose an ending to the story through a diary entry written in role as the main character.</i>	<i>To compose a free verse poem.</i>	<i>To write their own episode that continues the short story.</i>	<i>To write a narrative set in another country and to consider the culture,</i>	<i>Children look at the stages of development of a script, then go on to write an extra scene for the play.</i>
Prior knowledge		Yr2- wrote a diary entry about something that happened to a character they created. Yr4- explored a dilemma story and the themes of relationships, suspicion and trust.	Yr2 - read a variety of poetry, explored poetic techniques, and wrote poetry. Yr4 - children experimented with language and form to create their own poems in free verse.		Yr4 - explored a story from another culture, set in Pakistan. Children looked closely at the vivid descriptions and action so that they could borrow language ideas and structure such as dialogue to use in their writing.	Yr4- wrote an ending for a new play script based on the traditional tale of Rumpelstiltskin.
Progression				Yr6- Authors and texts: Children will work in role as the central character and compose a multi-layered text, which supports their narrative writing.		Yr6- Children will build a character and explore the stages of development of a script, then go on to write an extra scene for the play.
Transcription	Read Write inc: Spelling programme for Year 5 taught. • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1					



		• use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus					
Year 6	Core texts	<u>A legend</u> Robin Hood and the Golden Arrow by Geraldine Mc Caughrean	<u>Poetry: The power of imagery</u> Rabbit in Mixer Survives by Roger McGough Pike by Ted Hughes The Sea by James Reeves Fog by Carl Sandburg	<u>A historical story, fiction genres</u> Brasheem's Tortoise By Susan Price	<u>A story with flashbacks</u> Gone away! by Lou Kuenzler	<u>A play script, narrative and plays</u> The Elephant in the room by Lou Kuenzler	<u>Authors and texts</u> I believe in unicorns by Michael Murpurgo
	Unit overview	This unit explores the legend of Robin hood and the Golden Arrow. It has been chosen for the enduring appeal of its central character and its engaging plot.	This unit explores the power of imagery using Rabbit in Mixer Survives by Roger McGough as its focus amongst other ample material for exploring metaphor and simile.	This short story is set in 1938 and provides an historical setting that is accessible and easily connected to children's own experiences. Children will use this text and extracts from others to explore key features of a variety of fiction genres.	Lou Kuenzler's story Gone Away! Uses economical but evocative language and flashback to explore friendship, loss and guilt.	The playscript The Elephant in the room is about a child-carer. Children will study the plot, characters and dramatic conventions, and elements of performance are included.	This unit explores the work of Michael Murpurgo. The children will study Murpurgo's themes and style of writing as well as analysing how he creates atmosphere, character and imagery.
	Grammar focus	Expanded noun phrases Semi colons, colons and dashes	Punctuation of bullet points Layout devices to structure texts	Informal and formal speech and writing subjunctive Passive voice	Formal and informal vocabulary	Hyphens to avoid ambiguity	Linking ideas across paragraphs using a wide range of cohesive devices
	Writing outcome	<i>The children will explore the motivations behind characters' actions, use drama to explore parody and complete a number of short pieces of writing culminating in a retelling of the narrative from Sir Guy of Gisborne's point of view.</i>	<i>Children will create their own extended metaphors and have a firm grasp of how a poet creates layered images.</i>	<i>Children work in role to explore stock characters and settings and focus on different methods of planning.</i>	<i>Children will experiment with these techniques in their own writing. (sensitive subject on bereavement)</i>	<i>Children will build a character and explore the stages of development of a script, then go on to write an extra scene for the play.</i>	<i>Children will work in role as the central character and compose a multi-layered text, which supports their narrative writing.</i>
	Prior knowledge		<i>Yr3- wrote a poem experimenting with water imagery and unusual combinations of words.</i>	<i>Yr4- children explored a historical setting and use it to immerse themselves in the story. The setting and period then provide inspiration for their own writing. Yr4 - Children use a story 'rollercoaster' to plan and write a new chapter for a story.</i>		<i>Yr 5 - children looked at the stages of development of a script, then wrote an extra scene for a play.</i>	<i>Yr 5 – children explored the work of significant authors i.e. Jeremy Strong</i>
	Transcription	Read Write inc: Spelling programme for Year 6 taught. <i>*Continue to build on the year 5-6 handwriting outcomes stated in the National Curriculum.</i>					



NON-FICTION WRITING

Non-fiction writing is planned through the Humanities curriculum. Pupils are exposed to a diverse, culturally rich, wide-scoping and rigorous/coherent curriculum underpinned by the teaching of basic skills, knowledge, concepts and values. Explicit links to storytelling and creativity are made to ensure children engage and become enthused learners. Pupils are taught subject specific vocabulary from knowledge-rich texts which is constantly revised to help pupils remember and access the vocabulary automatically. At the end of a unit pupils will recall, select and draw together varied substantive knowledge by responding to a 'big question' to form their non-fiction writing piece. *The big question is worded carefully to encourage disciplinary thinking and is an opportunity for pupils to demonstrate their understanding of the unit and application of subject-specific vocabulary.*

History 2023-2024	Autumn	Spring		Summer	
Year 1 History	Toys Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <i>Are all your toys better than the toys from the past?</i>	Significant People Grace O'Malley This unit encourages pupils to explore the past by examining their ideas about pirates, with reference to Grace O'Malley. The key question leads children to consider what the characteristics of a pirate are and to challenge stereotypes in the light of historical enquiry. The key question also leads to an understanding of the complexities of the life and values of a significant woman living in the 16th /17th century. <i>Was Grace O'Malley really a pirate?</i>	Significant People Ibn Battuta In this unit, children are introduced to the lives of explorers and the different challenges they met when travelling the world. The unit is structured around three history enquiries: <i>Who are explorers and where have some explorers travelled in different periods of time?</i> <i>Who was Ibn Battuta and when did he travel?</i> <i>How important was Ibn Battuta?</i>	Significant People Elizabeth I Elizabeth I was Queen of England and Ireland from 17 November 1558 until her death in 1603. She refused to marry. She could read and write seven languages and loved sweets! <i>Why Did Queen Elizabeth encourage overseas exploration?</i> Sarah Forbes Bonetta Sarah Forbes Bonetta – we don't even know her real name – was an African princess, a slave in West Africa, a goddaughter of Queen Victoria, a wife, mother, and missionary teacher. Does that make her a Significant Individual in Victorian times? And today? This unit explores her life and times to try to answer some of these questions. <i>Is life always great for a</i>	Local History The High Street since 1950 This unit is structured around a history enquiry theme of comparison between then and now with a focus on local history using a range of resources. What was the High Street like before? How has the High Street changed? What was in these shops before? What was it like to shop for food? How were my goods packaged or stored? How did I pay for my purchases? <i>How has my High Street changed since the 1950s?</i>



					princess?	
Year 1 Geography	United Kingdom Local Area - Human and Physical Features The aim of this unit is for pupils to: 1. Understand what a settlement is and how types of settlement differ. 2. Understand that they live in London, which is a city in England. 3. Know what human and physical features are. 4. Identify the human and physical features in their local area. This unit is the first step in children understanding the environment around them. It is designed to give pupils a basic understanding of these key concepts, which will eventually lead to them thinking critically about the environment around them and the impact humans have on the physical environment.	United Kingdom Local Area - Maps Fieldwork - Local Area Study - Our School The aim of this unit is for pupils to: 1. Understand the basic principles of maps 2. Understand a map's purpose and how to use it. 3. Review human and physical features in their local area. This unit builds upon the knowledge of human and physical features from the previous Year 1 unit. This unit gives pupils the opportunity to develop skills, which will underpin their geography knowledge throughout school: it will teach them how to read maps and how to use fieldwork skills to study their environment.	Routes and journeys The aim of this unit is for pupils to: 1. Know what is the difference between a route and a journey. 2. Know what is the best way to convey a route that we know to another person. 3. Know why routes sometimes twist and bend rather than taking a straight line. This unit gives the opportunity for pupils to understand that a journey is a concept and can apply to people, animal or things and a route is a precise description of how you get there.	United Kingdom Edinburgh The aim of this unit is for pupils to: 1. Know that Edinburgh is the capital city of Scotland and understand where it is located within the UK. 2. Know and be able to identify important landmarks in Edinburgh and understand which are human features and which are physical features. This unit gives the opportunity for pupils to see human and physical features in a different context and revise them from previous Year 1 units. This unit is the foundation for children's learning in Year 2, where they study the whole of the UK and its countries.	World Continents and Oceans The aim of this unit is for pupils to: 1. Name and locate the 7 continents. 2. Name and located the 5 oceans. 3. Understand how to use a map to locate continents and oceans. This unit is the first introduction to continents and oceans. This unit will provide foundation knowledge, which will support their geography learning across school. In Year 2, they will study a country in a different continent and in KS2 they will study a variety of locations in South America, North America, and Europe.	World Biomes Around the World The aim of this unit is for pupils to: 1. Understand that the earth's temperatures are hotter on the equator and colder at the North and South Poles. 2. Understand what a biome is. 3. Understand the environmental differences between a biome near the poles and a biome near the equator. This unit will introduce the ideas of biomes and climate differences due to proximity to the equator and North and South Poles. This will be extremely important as pupils progress through the curriculum, as it will provide a foundation for understanding climate differences around the globe when pupils will study a variety of locations in South America, North America, and Europe.

Year 2 History	Walter Tull Who was Walter Tull and when did he live? Did Walter have a happy or terrible childhood? Using historical sources, can we spot the differences between Walter's life and the lives of footballers today? What was it like for Walter when he played football at a match in Bristol? How did Walter help	The Great Fire of London Know when and why the Great Fire of London started, how long it lasted and how it was stopped. How do we know about the Great Fire of London? Who was Samuel Pepys? What happened after the fire? Who was Christopher Wren? What did he do for London after the fire?	Ruling and Religion 1. Eleanor, Duchess of Aquitaine 2. Eleanor and the Second Crusade 3. Eleanor, Queen of England 4. Mansa Musa of Mali 5. Mansa Musa and the Hajj 6. Mansa Musa and Timbuktu 7. The half-sisters Elizabeth and Mary 8. Elizabeth I - the queen who did not marry 9. Queen Elizabeth and the Spanish Armada 10. The birth of Nūr Jahān, 'sun among women' 11. Nūr Jahān's journey to becoming Emperor Jahāngīr's wife 12. Nūr Jahān, wielder of the imperial seal	The Stone Age What was Doggerland? Who were the Hunters and gatherers? What do we mean by 'pre-historic'? What kind of animals did our human ancestors hunt? How did our human ancestors begin to make records without written words?	The Neolithic Age What does 'Neolithic period' mean (NEW Stone Age)? Why was it described as modern? What was their technology? How was farming organised? How did communities gather? What would a meal be like in the Neolithic Age compared to the Stone Age? What was Skara Brae? Why did our ancestors build
-----------------------	---	--	--	---	---



	our country during WWI? What is special about Walter Tull and Nicola Adams? Who was Walter Tull - why is he a significant person? What can we learn from his attitude and actions?	How did the Great Fire impact London?	This unit uses and builds on the knowledge of culture, communities, and conflict pupils gained in their study of traditional stories from the distant past and stories of seafaring over time.		How do we know about the Stone Age?	Stonehenge? How did our ancestors build Stonehenge? How do we know about the Neolithic Revolution in Britain??
Year 2 Geography	United Kingdom S.E. England <i>Locational knowledge</i> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <i>Human and physical geography</i> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Where we live <i>Locational knowledge</i> What is the local area like around our school? What could we see if we alked around the area? Are all the buildings the same? What is the newest building? What is the oldest? Why were the buildings built? What does drone footage / arial map look like of our area? What sounds can we hear? What does Google Streetview reveal about our local area? Would you like to see anything change in the local area? Would you like to see anything change in the local area? ?	United Kingdom -Life in a capital city: London 1. Locating London 2. London as a capital city 3. London travel and transport 4. London parks and green spaces 5. The River Thames 6. Planning a day out in London This unit gives pupils the opportunity to build on their knowledge of the United Kingdom by focusing on the capital city, its features, transport and daily life.	Cold places: what is it like at the North and South Poles? 1. The world's cold places 2. Locating the North and South Poles 3. The North Pole and the Arctic 4. The South Pole and the Antarctic 5. Arctic wildlife 6. Antarctic wildlife 7. Living in the Arctic 8. Living in the Antarctic This unit gives pupils the opportunity to learn about extreme environments.	Hot places: where are they and what are they like? 1. The world's hottest places 2. Tropical rainforests: climate and location 3. Hot deserts: climate and location 4. Visiting the hot places of the world This unit gives pupils the opportunity to learn about hot places, their climate, people and environments.	What is it like to live in Jamaica? 1. The Caribbean location and UK connections 2. Jamaica's location and climate 3. Key physical and human features of Jamaica 4. Similarities and differences: Kingston in Jamaica 5. Farming in Jamaica 6. Going on holiday to Jamaica:

Year 3 History <i>KS2 curriculum developed by Opening Worlds. It is a knowledge-rich humanities programme for teaching history, geography. It has rapidly discernible effects on literacy and has a highly inclusive approach. The programme meets and substantially exceeds the demand of the National Curriculum for history and geography. The programme is characterised by strong vertical sequencing within</i>	Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming.	Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations.	Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal. Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments). Craftsmanship, trade, barter	Introduction to Ancient Greece Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War	Art, culture & learning in Ancient Greece Athenian democracy and empire, Art, culture & learning in Ancient Greece, Greek architecture, inc. Parthenon, Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc Homer's Odyssey. Tragedy in Greek theatre	Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria. Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we
--	---	--	---	--	--	--



<i>subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts.</i>	How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <i>In what ways did ancient Egypt change?</i>	Ziggurats. <i>In what ways were Egypt and Sumer the same and different?</i>	Puzzles for historians, including rulers and religion. <i>How do we know about the Indus Valley civilisation?</i>	Greek religion – gods and goddesses <i>What did Greek city-states have in common?</i>	Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. <i>How can historians learn about the ancient Greeks' love of stories?</i>	learned about why empires rise and fall? <i>How did Alexander the Great conquer so much land?</i>
Year 3 Geography	Rivers Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. <i>How do rivers, people and land affect each other?</i>	Mountain Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people. Geographical skills: Describing location using 4-point compass. <i>How do mountains and people affect each other?</i>	Settlements & cities Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. Geographical skills: Describing location using 4-point compass. <i>How are settlements similar and different?</i>	Agriculture Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex. Geographical theme: links between food consumption patterns and farming; issues arising, e.g. local sourcing. Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. <i>How are we connected to farms and farmers?</i>	Volcanoes Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes. Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science). Geographical skills: Using diagrams, describing distribution. <i>How do volcanoes affect a place?</i>	Climate & Biomes Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate. Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison. Geographical skills: World map and key lines of latitude. <i>How does the climate affect the way people live?</i>

Years 4 History	The Roman Republic Foundation myth of Romulus and Remus. River Tiber civilisation The early kings of Rome Development of the Roman Republic. Punic wars, Hannibal, Roman army. Roman religion, Roman myths & legends. Roman	The Roman Empire Roman army, Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so	Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis.	Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture.	Islamic civilisations (1) Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad.	Islamic civilisations (2) The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and
-------------------------------	---	--	---	--	--	---



	roads. Roman politics and government during the Republic How much power did the senate have in the Roman Republic?	far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography). What can sources reveal about Roman ways of life?	Life on the frontier: Hadrian's Wall. Black Romans in Britain. What kinds of knowledge about Roman Britain have historians been able to build from the sources?	Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum. Disciplinary focus: similarity/difference What made each early Christian state special?	Makkah, Medina and the birth of Islam. What kind of change did Muhammad bring about in Arabia?	Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions. How did worlds come together in Cordoba?
Years 4 Geography	Rhine and Mediterranean Cologne and cities on the Rhine. Rotterdam and the mouth of the Rhine. How the course of the river has been changed by human activity including canals. Mediterranean Sea. Suez Canal. This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including	Population Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity Geographical skills: Thematic maps and using census data.	Coastal processes and landforms Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean. Depth focus: West Wales coast	Tourism Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. Geographical skills: Interpreting climate data.	Earthquakes Depth focus: The Christchurch earthquake, New Zealand. Causes of earthquakes: tectonic plates, fault lines Depth focus: California & San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 4 Spring 1.	Deserts Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert. Geographical skills: Interpreting thematic maps and satellite photographs In what ways are deserts around the world similar and different?



	land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). Geographical skills: Extending use of maps and photographs. <i>How have land and people shaped the Rhine and the Mediterranean?</i>	<i>How and why does population distribution vary across Great Britain?</i>	<i>How is the west Wales coast changing?</i>	<i>How do tourists affect places?</i>	Geographical skills: Thematic maps. <i>What are the effects of earthquakes on people and on the environment?</i>	
--	--	--	--	---------------------------------------	--	--

Year 5 History	Islamic Civilisations (3) Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance. <i>How was Baghdad connected with the rest of the world?</i>	Angles and Saxons Anglo-Saxon migrants Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) including Augustine etc., up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels'). How archaeologists learn about Anglo-Saxons – art, everyday life, villages. Sutton Hoo Disciplinary focus: evidential thinking <i>How do we know about the Anglo-Saxons in Britain?</i>	The Vikings Different 'English' kingdoms King Alfred of the Kingdom of Wessex – forerunners of English identity Viking navigation Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures. Disciplinary focus: change/continuity <i>How did the Vikings change England?</i>	Norse culture including art, poetry, folklore (and link to climate in geog). Nordic gods, goddesses, stories and customs. (revisit monotheism & polytheism from Religion & Worldviews strand) Beowulf - depth. Concluding task will be synoptic around diverse ancient stories, requiring pupils to call up and use knowledge of epics in ancient Greece, Egypt and Mesopotamia. <i>What does Beowulf have in common with stories from contrasting world civilisations?</i>	Christianity in the British Isles Bede, Jarrow and early monasteries in British Isles. Depth on Bede – go into detail on early life, monastic life & Ecclesiastical History – Bring Northumbrian coast to life. The English Language – how history explains it Creation of England and Scotland, Second Viking Age, Canute & legends associated with him. Disciplinary focus: change/continuity <i>How did Christianity change as it travelled?</i>	Early civilisations in the Americas Depth 1: Ancient tribes in the Amazon basin. At end of topic, link with geography: how do these ancient human disturbances still affect the forests today, altering patterns of growth and the mix of tree species? That in turn can make it difficult for climate scientists to judge how much carbon from greenhouse emissions can be absorbed by the Amazon rainforest every year. Depth 2: Ancient civilisations in central America: the Maya. For both: use geography learned so far: how land and climate shape cultures; how cultures shape the land) Disciplinary focus: evidential thinking <i>How do we know about the ancient civilisations of central America?</i>
-----------------------	---	--	---	--	--	---



Year 5 Geography	Why is California so thirsty? Depth focus on California, continuing natural resources theme (revisit water cycle from Year 3 Autumn 1.) Water in California Farming - intensive farming Growing almonds California aqueduct <i>How have the actions of people affected the drought in California?</i>	Oceans Revise locational knowledge. Revise distinction between oceans & seas. Oceans and climate (revise rainforests and climate) Oceans and trade. Oceans and climate. Oceans and the land masses we've studied – the Atlantic and West Wales. The Pacific and South America. How does our knowledge of oceans now alter and strengthen our knowledge of earlier issues and the relationships between them? climate change, transport, food, tourism <i>How do oceans affect human behaviour and settlements?</i>	Migration in Europe and the world Reasons for migration. Global trade. (in geog NC "economic activity including trade links"). Globalisation. <i>Why do people migrate?</i>	North and South America Including population distribution (across world, but zoom in to North & South America). Megacities. Depth: Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like <i>favelas</i>. Challenge stereotypes often held of the <i>favelas</i>. <i>Map Skills 5: practise 4-figure references; learn more map symbols; other kinds of maps (showing demography)</i> <i>Latitude, longitude, time zones (Greenwich/Prime Meridian)</i> <i>What are the pros and cons of living in a megacity?</i>	Amazon basin Recap on rivers. Amazon river - largest river in the world. Environment of Amazon. Rain forests, rainforest as ecosystem, relationship with climate – the 'lungs of the world'. All prior and foundational knowledge re climate change now drawn on to resurface here. Living in the rainforest, deforestation, human settlement, economy, population distribution and movement etc. Third look at geographical data – building on Year 3, Summer 2. <i>Map Skills 6: practise 4-figure references; learn more map symbols; relief (height and depth).</i> <i>In what ways does the geography of South America affect the Amazon?</i>	Agriculture in the Amazon basin Start by revisiting UK farming (from Y3 Spring 2), then agriculture across the world, then zoom into the Amazon basin, as a region of South America. Supply chain (e.g. we're drinking coffee in London) and links with globalisation. Fair trade. Ethical implications arising. Links with choices today, and now, in London in 2020s. <i>How is agriculture in the Amazon similar to and different from agriculture in the UK?</i>
-------------------------	--	---	--	---	---	---

Year 6 History	The Maya Explore the fascinating civilisation of the Maya, including who they were, where they lived and how their society developed. Examine the importance of Maya rulers and queens, including how power, leadership and status were represented within society. Explore Maya cities and architecture, considering what buildings and archaeological evidence reveal about everyday life, beliefs and social organisation. Investigate the importance of food and farming, including the cultural significance of	Medieval African Kingdoms: Ethiopia and Benin Develop a detailed understanding of how the powerful medieval kingdoms of Ethiopia and Benin developed, were organised and governed. Explore the importance of kingship, leadership, trade, wealth and the environment, considering how these influenced the growth and success of each kingdom. Examine Benin Bronzes, royal	Cities in Time: This Manchester man Develop a detailed understanding of how Manchester changed rapidly during the Industrial Revolution, exploring the city's transformation through the life and experiences of Abel Heywood. Examine how the growth of factories, textile production and steam power changed Manchester's economy, landscape and population. Explore working and living conditions, alongside	Era of the Second World War Develop a detailed understanding of Jamaica's diverse physical and human geography, including its landscapes, communities and patterns of migration. Examine how Hurricane Beryl affected people, places and the environment, including responses to extreme weather. Explore Jamaica's tourism industry, considering why tourists are attracted to the island and the opportunities and challenges tourism creates for the economy, local communities and the		
-----------------------	--	---	---	--	--	--



	cacao and chocolate, alongside Maya religion, gods, ceremonies and traditions. Examine the role of masks, art and material evidence in understanding Maya culture and beliefs. Use a range of historical evidence to consider what happened to the Maya, developing an understanding of how historians and archaeologists use evidence to interpret and explain the Maya past. <i>How do historians learned about the Maya?</i>	objects, rituals and regalia as important historical evidence, using them to understand ideas about power, status, religion and authority. Compare the beliefs, traditions, social structures and systems of government in Ethiopia and Benin, identifying important similarities and differences between these significant African kingdoms. <i>What did the medieval kingdoms of Ethiopia and Benin share in common?</i>	growing demands for political reform, protest and greater rights for ordinary people. Investigate the importance of printing, newspapers and the spread of ideas, considering how individuals and communities contributed to political and social change and helped shape the development of modern Manchester. <i>What can one man's story reveal about a city?</i>	environment. Consider different viewpoints and evaluate how tourism in Jamaica could become more sustainable in the future. <i>How diverse were experiences of British people in the era of the Second World War?</i>		
Year 6 Geography	Energy and Climate Change Explore how energy is produced and used in the United Kingdom, examining the country's energy mix and the differences between renewable and non-renewable energy sources. Consider different viewpoints about onshore wind power and nuclear power, evaluating their advantages, disadvantages and impact on people and the environment. Investigate the causes of climate change, including how human activities and energy use contribute to increasing greenhouse gases. Examine the effects of climate change on people, places and environments at both local and global scales. Consider the actions that individuals, communities and governments can take to reduce emissions, use energy more sustainably and respond to the challenges of climate change now and in the future. <i>In what ways can our actions locally benefit people globally?</i>	Ethiopia Learn about Ethiopia's diverse landscapes, people and ways of life. They explore how biomes and agriculture, access to resources, hydro-electric power and climate change affect communities, and consider how Ethiopia is responding to these challenges and planning for a more sustainable future. <i>To what extent is Ethiopia a diverse country?</i>	Changing Birmingham Develop a detailed understanding of how Birmingham has grown and changed over time, from its rapid expansion during the Industrial Revolution to later periods of industrial decline, regeneration and redevelopment. Explore how changes in industry, transport, housing, population and land use have shaped the city and the lives of the people who live there. Examine current plans to make Birmingham greener and more sustainable, including improvements to transport, public spaces and the environment. Consider the challenges faced by a growing city and evaluate how Birmingham might continue to change and develop sustainably in the future. <i>What was the greatest change in Birmingham between 1750 and 2020?</i>	Jamaica Develop a detailed understanding of Jamaica's diverse physical and human geography, including its landscapes, communities and patterns of migration. Examine how Hurricane Beryl affected people, places and the environment, including responses to extreme weather. Explore Jamaica's tourism industry, considering why tourists are attracted to the island and the opportunities and challenges tourism creates for the economy, local communities and the environment. Consider different viewpoints and evaluate how tourism in Jamaica could become more sustainable in the future. <i>How should tourism in Jamaica be developed in the future?</i>		

