



Wider Curriculum

Non-Negotiables

Pupils must complete **all** of the learning challenges.

Evidence of **all** learning challenges in books.

Three pieces of extended writing per term.

Evidence of the application of mathematics.

Each learning challenge must be displayed on the working wall
(*pupils' work or a photograph*).

A display must be produced at the end of each topic.

Year 1

Big Question	What can Nana and Grandad remember?	Why wouldn't you find Eskimos in the desert?	Were all sea explorers pirates?
WOW	Interview grandparents and bring in artefacts/photos.	Visit from animal man. (Jay's encounters)	Visit from pirate. Trip to Hartlepool Historic Quay.
History	Changes within living memory.		Significant historical events, people and places in own locality.
Geography		Using maps and atlases and weather.	Field work and directions.
Art	Drawing	Painting	3D pictures
DT	Food	Mouldable Materials	Mechanisms
Discrete Subjects (linked where possible)			
Science			
Music			
Computing			
R.E.			
Suggested Books			

Big Question – What can Nana and Grandad remember?

	Learning Challenge	Skills	Suggested Activities
1	Is the iPad more interesting than a board game? (History) Maths - Create a shared pictogram of favourite games.	<ul style="list-style-type: none"> Do they know that some objects belonged to the past? 	<ul style="list-style-type: none"> Play a selection of games (carousel). Create a shared pictogram of favourite games. Record photographs of children playing games.
2	Where do I fit in the family tree? (History)	<ul style="list-style-type: none"> Can they put up to three objects in chronological order (recent history)? 	<ul style="list-style-type: none"> Bring in photograph of family. Teacher share their family tree. Children draw and label their family tree.
3	What does the world look like on black and white? (Art)	<ul style="list-style-type: none"> Can they communicate something about themselves in their drawing? Can they create moods in their drawings? Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil? 	<ul style="list-style-type: none"> Children draw self-portrait using black and white using a black and white photograph of themselves as inspiration.
4	What did Nana and Grandad watch on television? (History)	<ul style="list-style-type: none"> Can they answer questions using a artefact/ photograph provided? 	<ul style="list-style-type: none"> Watch selection of 60's and 70's TV programmes.
5	Would The Beatles win the X-Factor? (History)	<ul style="list-style-type: none"> Can they identify objects from the past, such as vinyl record? 	<ul style="list-style-type: none"> Listen to The Beatles and some modern popular music and compare them. Photos and quotes as evidence.
6	What would Nana and Grandad's party clothes have looked like? (History) Extended Writing - Labels and captions.	<ul style="list-style-type: none"> Can they ask and answer questions about old and new objects? Can they identify changes within living memory? <p>S&L - Share design and explain choices.</p>	<ul style="list-style-type: none"> Children dress up in 60's party clothes and take pictures.
7	Would Nana and Grandad have gone to McDonalds? (History)	<ul style="list-style-type: none"> Can they use words and phrases like: old, new and a long time ago? 	<ul style="list-style-type: none"> Compare 60's food to modern food e.g. breakfast (porridge and Coco Pops) Photo evidence.
8	What did Nana and Grandad eat? (D&T) Extended Writing - Instructions – How to make an apple pie.	<ul style="list-style-type: none"> Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean? Can they think of interesting ways of decorating food they have made, e.g., cakes? 	<ul style="list-style-type: none"> Make an apple pie/crumble. Photo evidence.
9	What would your Christmas be like without batteries? (History)	<ul style="list-style-type: none"> Can they begin to identify the main differences between old and new objects? 	<ul style="list-style-type: none"> Make a paper fortune teller/paper aeroplane/clapping games.
10	What would a 1960's birthday party look like? Extended Writing - Party invitation.	<ul style="list-style-type: none"> Can they tell me about things that happened when they were little? 	<ul style="list-style-type: none"> Throw a 60's style party.

Big Question – Why wouldn't you find Eskimos in the desert?

	Learning Challenge	Skills	Suggested Activities
1	<p>Which animals live in cold places like the north and south Pole and hot places around the equator? (geography)</p> <p>Extended Writing – Simple report about chosen animal.</p>	<ul style="list-style-type: none"> Can they point out where the equator, north pole and south pole are on a globe or atlas? Can they explain the main features of a hot and cold place? 	<ul style="list-style-type: none"> Research animal from hot and cold places. Choose an animal to focus on. Use 2Publish to create a simple presentation about their chosen animal (use written work to support) Look at a map of the world and place animals where they live (introduce equator, south and north pole)
2	<p>What is life like for a child living in Iceland (or any other cold country)? (geography)</p>	<ul style="list-style-type: none"> Can they think of a few good questions to ask about a locality? Can they answer some questions using different resources, such as books, the internet and atlases? <p>S&L – hot seating.</p>	<ul style="list-style-type: none"> Speak/email a school in a cold place Respond.
3	<p>Could you be the next weather person? (geography)</p> <p>Mathematics – measure and compare temperatures using thermometers.</p>	<ul style="list-style-type: none"> Can they answer questions about the weather? Can they keep a weather chart Can they name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.? Can they explain how the weather changes with each season? <p>Drama – present weather report.</p>	<ul style="list-style-type: none"> Watch examples of the weather being presented. Keep a weather chart. Rehearse and present a local weather forecast using collected temperature information from around the school.
4	<p>How do polar bears keep warm? (science link)</p>	<ul style="list-style-type: none"> Can they tell something about the animals that live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> Research animal that live and do not live in cold places. Discuss. Introduce children to the term <i>blubber</i> and use lard to demonstrate how fat keeps you warm.
5	<p>What would you pack in your suitcase if you were going to go on a holiday? (geography)</p>	<ul style="list-style-type: none"> Can they explain what they might wear if they lived in a very hot or a very cold place? Can they answer questions about the weather? 	<ul style="list-style-type: none"> Pack a suitcase for a holiday to a hot and a cold place. Sort items of clothing into hot and cold items. Introduce the term <i>insulator</i>.
6	<p>What will your igloo look like? (D&T)</p>	<ul style="list-style-type: none"> Can they talk with others about how they want to construct their product? Can they select appropriate resources and tools for their building projects? Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? Can they make a structure/model using different materials? Is their work tidy? Can they make their model stronger if it needs to be? 	<ul style="list-style-type: none"> Design and make an igloo out of marshmallows and icing sugar.
7	<p>What do we mean by hot and cold colours? (Art)</p>	<ul style="list-style-type: none"> Can they communicate something about themselves in their painting? Can they create moods in their paintings? Can they choose to use thick and thin brushes as appropriate? Can they paint a picture of something they can see? Can they name the primary and secondary colours? 	<ul style="list-style-type: none"> Create art work in the style of an artist (link to class artist)
8	<p>How can we capture a hot or cold place in poetry?</p> <p>Extended writing - hot or cold poem.</p>	<ul style="list-style-type: none"> Can they think of relevant vocabulary associated with hot and cold places? Can they explain the main features of a hot and cold place? <p>Drama – perform poem.</p>	<ul style="list-style-type: none"> Collect vocabulary to describe hot and cold places. Write poem. Perform poem.
9	<p>What would you write on a postcard from a hot or cold place?</p> <p>Extended writing – postcard.</p>	<ul style="list-style-type: none"> Can they say what they like about a locality? Can they sort things they like and don't like? Can they describe a locality using words and pictures? <p>Story link – Meerkat Mail</p>	<ul style="list-style-type: none"> Read Meerkat Mail. Introduce postcards. Compare postcards to other ways of communication. Write postcard. Post postcard to children's home.
10	<p>Would you rather be a camel or a polar bear?</p>	<p>S&L – present argument.</p>	<ul style="list-style-type: none"> Choose camel or polar bear. Present the case for chosen animal.

Big Question – Were all sea explorers pirates?

	Learning Challenge	Skills	Suggested Activities
1	Where is the buried treasure? (Geography) Maths – Position and Direction.	<ul style="list-style-type: none"> Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom? Use simple compass directions (North, South, East and West) to describe the location and routes on a map. 	<ul style="list-style-type: none"> Map skills. Locate the countries that make up the UK on a map. Name some towns/cities. Orienteering activity
2	Where can you direct the pirate to?	<ul style="list-style-type: none"> Can they use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment? 	<ul style="list-style-type: none"> Go on a walk around the school? What can they see? (pond, trees, hills houses). Play 'Can they direct the pirate?' Give children instructions and can they move the pirate?
3	What do pirates sing? (music) S & L (Drama)	<ul style="list-style-type: none"> Do they sing and follow the melody (tune)? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo? 	<ul style="list-style-type: none"> Listen to and join in with traditional songs sung by sailors. Perform song.
4	What would your pirate look like? (History) Extended Writing- pirate description.	<ul style="list-style-type: none"> Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? 	<ul style="list-style-type: none"> Read a pirate story to children. Look at pirate images. Write own pirate description.
5	How do you make a pirate ship? (D&T)	<ul style="list-style-type: none"> Can they make a product which moves? Can they cut materials using scissors? Can they describe the materials using different words? Can they say why they have chosen moving parts? 	<ul style="list-style-type: none"> Design and make own boats with a moving part (use levers, wheels etc)
6	What do you know about famous sea explorers? (History)	<ul style="list-style-type: none"> Can they begin to identify the main differences between old and new objects? 	<ul style="list-style-type: none"> Make a time line and sequence famous sea explorers.
7	Who was James Cook? (History) Extended Writing – Fact File.	<ul style="list-style-type: none"> Do they appreciate that some famous people have helped our lives be better today? 	<ul style="list-style-type: none"> Introduce James Cook. Locate places he visited on world map. Write a fact file on James Cook.
8	Why is the sea so important to Britain? (Geography)	<ul style="list-style-type: none"> Can they answer questions using a artefact/ photograph provided? 	<ul style="list-style-type: none"> Mark sea on our map. Discuss
9	How can we make the seaside come alive? (Art)	<ul style="list-style-type: none"> Can they add texture by using tools? Can they make different kinds of shapes? Can they cut, roll and coil materials such as clay, dough or plasticine? Replicate the style of Andy Goldsworthy. 	<ul style="list-style-type: none"> Produce a seaside picture in the style of Andy Goldsworthy.
10	What is so good about the seaside? (Geography) Extended Writing- Postcard	<ul style="list-style-type: none"> Can they name key features associated with a town or village, eg, church, farm, shop, house, office, port, harbour and shop? Can they begin to understand the geographical similarities and differences of Whitby and a contrasting non-european country. <p>S&L – Presentation.</p>	<ul style="list-style-type: none"> Look at seaside photos Compare Whitby and a non european country. What things can they do there? Write a postcard.

Year 2

Big Question	Why do we remember the Great Fire of London?	What is so special about Australia?	Were dungeons and dragons real?
WOW	Visit to the local fire station.	Video chat to Australian school children.	Visit to Richmond Castle.
History	Events beyond living memory.		Life in different periods.
Geography		Naming and describing features of a locality.	Map work
Art	Painting	Printing	Collage
DT	Materials	Cooking and Nutrition	Mechanisms

Discrete Subjects (linked where possible)

Science			
Music			
Computing			
R.E.			

Big Question – Why do we remember the Great Fire of London?

	Learning Challenge	Skills	Suggested Activities
1	Where is London and how would you get there? (Geography) Maths – Distances to London. Bar chart showing different methods of transport.	<ul style="list-style-type: none"> Can you find where they live on a map of the UK? Can they name the main cities of England, Wales, Scotland and Ireland? 	<ul style="list-style-type: none"> Look at a map of the UK. Locate London on a blank map and plan journey.
2	Why did the fire spread so quickly? (History)	<ul style="list-style-type: none"> Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> Introduce story and explain what happened and why. Order events.
3	How did they try and fight fire in 1666? (History)	<ul style="list-style-type: none"> Can they answer questions by using a specific source, such as an information book? Drama – Role Play.	<ul style="list-style-type: none"> Look at how people tried to put out the fire. Role play putting out the fire.
4	How do we know so much about the Great Fire of London? (History) Extended Writing - Diary Entry	<ul style="list-style-type: none"> Can they explain why Britain has a special history by naming some famous events and some famous people? Can they compare 	<ul style="list-style-type: none"> Explain how we know so much about the facts. Read Samuel Pepys's diary. Write diary entry.
5	How can we recapture the fire in clay? (D&T)	<ul style="list-style-type: none"> Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words? Can they join things (materials/ components) together in different ways? 	<ul style="list-style-type: none"> Make a clay tile with a roller and add decoration to create a row of houses.
6	Why do we remember the fifth of November? (History) Extended Writing – Wanted Poster	<ul style="list-style-type: none"> Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? 	<ul style="list-style-type: none"> Discuss the origins of Bonfire Night. Report on Guy Fawkes/wanted poster including description.
7	How would you capture power and force of the fire? (Art)	<ul style="list-style-type: none"> Can they mix paint to create all the secondary colours? Can they mix and match colours, predict outcomes? Can they mix their own brown? Can they make tints by adding white? Can they make tones by adding black? Can they say how other artists have used colour, pattern and shape? Can they create a piece of work in response to another artist's work (Van Gogh)? 	<ul style="list-style-type: none"> Look at Van Gogh 'Nightlife'. Recreate the Great fire in style of Van Gogh.
8	How would you create a fire poem? (History) Extended Writing - Fire Poem.	<ul style="list-style-type: none"> Can they recount some interesting facts from an historical event, such as where the fire of London started? 	<ul style="list-style-type: none"> Look at a range of fire poems. Write acrostic poem – BAKER STREET.
9	Who would you rather be King Charles or Queen Elizabeth ?	<ul style="list-style-type: none"> Can they compare the lives of significant individuals who have contributed to national and international achievements? Can they compare different aspects of life in different periods? 	<ul style="list-style-type: none"> Compare King Charles to Queen Elizabeth. What's different now ruling the country to 1666?
10	Who was responsible for the fire? Video news report.	<ul style="list-style-type: none"> Can they research the life of a famous Briton from the past using different resources to help them? S&L – Presentation.	<ul style="list-style-type: none"> Children present news report about the start of the Great Fire.

Big Question – What is so special about Australia?

	Learning Challenge	Skills	Suggested Activities
1	What do we think we already know about Australia? (Geography)	<ul style="list-style-type: none"> Can they describe some physical features of own locality? Can they explain what makes a locality special? Can they describe some places which are not near the school? Can they describe a place outside Europe using geographical words? 	<ul style="list-style-type: none"> Children given free opportunity to set out what they think they already know about Australia.
2	How far away is Australia and how would you get there? (Geography)	<ul style="list-style-type: none"> Can they name the world's seven continents and five oceans and find them in an atlas. Can they name the world's oceans and find them in an atlas? 	<ul style="list-style-type: none"> Using maps, locate Australia and major cities. Locate continents and oceans. Look at time zones.
3	Who first lived in Australia and who lives there now? (Geography)	<ul style="list-style-type: none"> Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? 	<ul style="list-style-type: none"> Research aboriginal people. Look at some Australian artefacts. Talk to someone who lived in Australia.
4	What does Aboriginal art look like? (Art)	<ul style="list-style-type: none"> Can they create a print using pressing, rolling, rubbing and stamping? Can they create a print like a designer? Can they link colours to natural and man-made objects? 	<ul style="list-style-type: none"> Research aboriginal art. Create aboriginal art. On a boomerang.
5	Which animals do we normally associate with Australia? (Geography) Extended writing – animal fact file.	<ul style="list-style-type: none"> Can they describe some of the features associated with an island? 	<ul style="list-style-type: none"> Research Australian animals. Create a fact file on chosen animal.
6	Where would you find Nemo? (Geography) Maths – Interpreting data. Extended writing – setting description of the GBR.	<ul style="list-style-type: none"> Can they describe a place outside Europe using geographical words? Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley, vegetation, season and waethet? Can they label a diagram or photograph using some geographical words? 	<ul style="list-style-type: none"> Research the Great Barrier Reef. Show extract from finding Nemo. Find more information about animals unique to the Barrier Reef. Look at pictogram showing fish living in the GBR.
7	Australia versus UK: who would win and why? (Geography)	<ul style="list-style-type: none"> Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? Can they describe some of the features associated with an island? Can they find out about a locality by using different sources of evidence? 	<ul style="list-style-type: none"> Look at physical features of both places including weather. Look at human features. Research sport.
8	What do Australians mean by the term <i>barbie</i> ? (geography)	<ul style="list-style-type: none"> Can they explain what makes a locality special? Can they describe a place outside Europe using geographical words? 	<ul style="list-style-type: none"> Find out about Australian weather. Research BBQ.
9	How would you create an Australian meal? (D&T) Extended writing – instruction on making a meal.	<ul style="list-style-type: none"> Can they describe the properties of the ingredients they are using? Can they explain what it means to be hygienic? Are they hygienic in the kitchen? 	<ul style="list-style-type: none"> Plan an Australian meal. Make Australian meal on a BBQ.
10	How would you persuade someone to travel to Australia?	<ul style="list-style-type: none"> Can they label a diagram or photograph using some geographical words? Use an Aerial photograph and add a basic key to identify landmarks and human and physical features. Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> Create a poster/tv advert to promote travel to Australia. Include a labelled aerial photograph.

Big Question – Were dungeons and dragons real?

	Learning Challenge	Skills	Suggested Activities
1	Why were castles built? (History/Geography)	<ul style="list-style-type: none"> Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? 	<ul style="list-style-type: none"> Research castles in the North East. Why were they built? Plot them on a map.
2	When was the first castle built? (History) Maths - ordering	<ul style="list-style-type: none"> Can they answer questions by using a specific source, such as an information book? 	<ul style="list-style-type: none"> Order pictures of castles with dates. Oldest to newest.
3	What would your castle look like? (History)	<ul style="list-style-type: none"> Can they explain what facilities a castle might need? 	<ul style="list-style-type: none"> Talk about features of castles e.g. Moat, drawbridge, towers etc. Design castle and label main features.
4	How would you lay siege to a castle? (D&T)	<ul style="list-style-type: none"> Can they explore and evaluate a range of existing castles/drawbridges? Can they join materials together as part of a moving product? Can they add some kind of design to their product? 	<ul style="list-style-type: none"> Look at existing castles and drawbridges- what do they need/have? Design a drawbridge. Use design to construct and build own drawbridge. Can children evaluate their model?
5	Who was Saint George? (History) Extended Writing - Fact file	<ul style="list-style-type: none"> Can they use a range of appropriate words and phrases to describe the past? 	<ul style="list-style-type: none"> Research St George. Read St George and the Dragon. Fact file of Saint George.
6	Is your dragon fierce enough? (Art)	<ul style="list-style-type: none"> Can they use different kinds of materials on their collage and explain why they have chosen them? Can they use repeated patterns in their collage? 	<ul style="list-style-type: none"> Children to collage a pre-made outline of a dragon, thinking about materials and colours.
7	Who would protect your castle? (History/D&T)	<ul style="list-style-type: none"> Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words? 	<ul style="list-style-type: none"> Research weapons and ways castles would be protected. Design shield.
8	What do we know about Richmond Castle? (History) Extended Writing - Report	<ul style="list-style-type: none"> Can they sequence a set of events in chronological order and give reasons for their order? 	<ul style="list-style-type: none"> School trip. Report on new learning.
9	What's inside the egg? (History) Extended Writing – character description	<ul style="list-style-type: none"> Can they say at least two ways they can find out about the past, for example using books and the internet? 	<ul style="list-style-type: none"> Make egg at beginning of topic as a hook. Egg to crack throughout topic. Character description for dragon inside egg.
10	Who would live in your castle? (History)	<ul style="list-style-type: none"> Can they use a range of appropriate words and phrases to describe the past? <p>S & L - Drama</p>	<ul style="list-style-type: none"> Research people who lived in castles. Children take on roles e.g. Knights, jokers etc. Have a banquet. Have a procession around Caedmon Castle.

Year 3

Big Question	What was the wonder of Ancient Egypt?	What are the Polar regions and what would it be like to live there?	Who first lived in Britain?
WOW	Oriental Museum visit Durham.	Make an iceberg.	Archaeological dig on school grounds.
History	Achievements of the early civilizations.		Changes in Britain from the Stone Age to the Iron Age.
Geography	Map and atlas work	Physical features in a locality.	
Art	Printing	Painting	Drawing
DT	Stiff and Flexible Materials	Mouldable Materials	Textiles

Discrete Subjects (linked where possible)

Science			
Music			
Computing			
R.E.			

Big Question – What was the wonder of Ancient Egypt?

	Learning Challenge	Skills	Suggested Activities
1	Where is Egypt and why do so many people go there for their holiday? (Geography)	<ul style="list-style-type: none"> Can they name a number of countries in the Northern Hemisphere? 	<ul style="list-style-type: none"> Locate Egypt on a map. Create a labelled map of Egypt.
2	What's an archaeologist? (History) Extended Writing – Job Description	<ul style="list-style-type: none"> Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? <p>Drama – Hot seat Howard Carter</p>	<ul style="list-style-type: none"> Investigate Howard Carter. Write job description for an archaeologist.
3	How do we know so much about the Egyptians? (History)	<ul style="list-style-type: none"> Can they describe events from the past using dates when things happened? Can they use a timeline within a specific time in history to set out the order things may have happened? 	<ul style="list-style-type: none"> Children create a timeline of important events from the Egyptian era.
4	How did the Egyptians mummify bodies (mummify a tomato)? (History) Extended Writing – Instructions – How to mummify a body.	<ul style="list-style-type: none"> Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> Mummify a tomato. Photo evidence.
5	What would you take with you in your sarcophagus? (History)	<ul style="list-style-type: none"> Can they use various sources of evidence to answer questions? 	<ul style="list-style-type: none"> Create a labelled diagram of what the children would take with them in their sarcophagus.
6	What did the Egyptians write on Extended Writing – Poem (sun/river/pyramid) (History)	<ul style="list-style-type: none"> Can they use their 'information finding' skills in writing to help them write about historical information? 	<ul style="list-style-type: none"> Children investigate hieroglyphics and write their name. Children make papyrus. Write poem on to papyrus.
7	How would you decorate the inside of your pyramid? (Art) Maths – shape.	<ul style="list-style-type: none"> Can they make a printing block? Can they make a 2 colour print? 	<ul style="list-style-type: none"> Look at wall art examples. Make printing block and print on triangular-shaped paper.
8	Where did a Pharaoh hide his treasure? (D&T)	<ul style="list-style-type: none"> Do they use the most appropriate materials? Can they work accurately to make cuts and holes? Can they join materials? 	<ul style="list-style-type: none"> Design and make a pyramid with hidden compartments. Labelled plan and photo evidence.
9	Why would you make a good Pharaoh? (History)	<ul style="list-style-type: none"> Can they use various sources to piece together information about a period in history? 	<ul style="list-style-type: none"> Research Tutankhamun. Write a fact file.
10	Were the Egyptians more advanced than we are today?	<ul style="list-style-type: none"> Can they use various sources of evidence to answer questions? <p>S&L – Presentation.</p>	<ul style="list-style-type: none"> Present findings to Year 2 in front of working wall.

Big Question – What are the Polar regions and what would it be like to be there?

	Learning Challenge	Skills	Suggested Activities
1	Where in the world are the polar regions? (Geography)	<ul style="list-style-type: none"> Can they identify the position of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle. Can they use maps and atlases appropriately by using contents and indexes? 	<ul style="list-style-type: none"> Using maps, find the polar regions, tropics and Southern/Northern hemisphere.
2	How do we know so much about the polar regions? (History) Extended writing – Fact file.	<ul style="list-style-type: none"> Can they use their 'information finding' skills in writing to help them write about historical information? 	<ul style="list-style-type: none"> Research famous explorers. Fact file on famous explorer
3	What was life like as a polar explorer? (History)	<ul style="list-style-type: none"> Can they use various sources of evidence to answer questions? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? <p>S&L – Debate - Should he or shouldn't he have gone?</p>	<ul style="list-style-type: none"> The Captain Oates story. Debate: Should he or shouldn't he have gone?
4	What are main differences between the South and North pole? (Geography)	<ul style="list-style-type: none"> Can they confidently describe physical features in a locality? 	<ul style="list-style-type: none"> Map work – animal habitats and human habitats.
5	How would you capture the splendour of the Northern Lights? (Art) Extended Writing – Poem.	<ul style="list-style-type: none"> Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they create a background using a wash? Can they use a range of brushes to create different effects? 	<ul style="list-style-type: none"> What are the Northern Lights? Use Brusho to create a painting inspired by the Northern Lights. Use watercolour paper.
6	How would an explorer find their way around the polar regions? (Geography) Maths – position and direction.	<ul style="list-style-type: none"> Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? Can they begin to use a 4 figure grid references? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> Using a compass, plan a route across the Arctic. Use grid references.
7	How would you travel around the Polar regions? (D&T)	<ul style="list-style-type: none"> Do they select the most appropriate materials? Can they use a range of techniques to shape and mould? Do they use finishing techniques? 	<ul style="list-style-type: none"> Plan and make a sledge.
8	What is <i>Global Warming</i> and why is it important to all of us? (Geography) Extended writing – letter to PM	<ul style="list-style-type: none"> Can they find different views about an environmental issue? What is their view? 	<ul style="list-style-type: none"> Understand what Global Warming is. Write a letter regarding your concerns about Global Warming.
9	What have you learned about the North and South poles? (Geography)	Can they confidently describe physical features in a locality?	<ul style="list-style-type: none"> Create an Animoto of our learning about the polar region and present it to Year 4.

Big Question – Who first lived in Britain?

	Learning Challenge	Skills	Suggested Activities
1	When would you have preferred to live- Stone Age, Bronze Age or Iron Age? (History)	<ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Can they use a timeline within a specific time in history to set out the order things may have happened? 	<ul style="list-style-type: none"> Create a timeline. Place events on using BC, AD . Use the vocabulary decade, ancient and century
2	What is an archaeologist? (History) Extended Writing- Chronological report about Howard Carter	<ul style="list-style-type: none"> Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? 	<ul style="list-style-type: none"> Research Howard Carter Write a chronological report.
3	What was new about the New Stone Age? (History)	<ul style="list-style-type: none"> Can they use various sources to piece together information about a period in history? <p>S & L – Presentation.</p>	<ul style="list-style-type: none"> Explain term Neolithic. What do we know about this period? How do we know this? How reliable are the sources of information?
4	What would a prehistoric man have looked like? (Art)	<ul style="list-style-type: none"> Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and texture? 	<ul style="list-style-type: none"> Look at images of prehistoric man. Sketch a pre historic man.
5	How did prehistoric men make shelters? (D&T)	<ul style="list-style-type: none"> Can they show that their design meets a range of requirements? Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? Can they describe their design using an accurately labelled sketch and words? How realistic is their plan? 	<ul style="list-style-type: none"> Design a shelter Make a shelter
6	How can you make a stone age tool/weapon on a budget? (D&T) Maths – Budgeting.	<ul style="list-style-type: none"> Can they use equipment and tools accurately? 	<ul style="list-style-type: none"> Look at the weapons used during the Stone Age. Design and make weapon on a budget.
7	Where in the world is Stonehenge and what is it? (History) Extended Writing- Persuasion	<ul style="list-style-type: none"> Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> Research Stonehenge using a variety of sources. Who were the Beaker Folk Write a travel leaflet persuading people to visit.
8	What was the Bronze Age? (History)	<ul style="list-style-type: none"> Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past ? <p>S & L – Presentation</p>	<ul style="list-style-type: none"> In groups research life during the Bronze age. Present findings to the class. (clothing, homes, diet, farming, work, religion, technology, travel and weather)
9	What was the Iron Age? (History) Extended Writing- Report	<ul style="list-style-type: none"> Can they use their 'information finding' skills in writing to help them write about historical information? Can they through research identify similarities and differences between given periods in history? 	<ul style="list-style-type: none"> Look at the tribal life of Iron Age people. Research Farming, art and culture. Write a report.
10	If you were Julius Caesar, would you have invaded Britain? (History)	<ul style="list-style-type: none"> Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly? 	<ul style="list-style-type: none"> Class debate for and against.

Year 4

Big Question	Why is Grangetown here?	What causes the Earth to be angry?	Why was Ancient Greece so important?
WOW	Skinningrove visit.	Look at a range of videos showing volcanoes, tsunamis, earthquakes etc. DT project	Mini Olympics.
History	A local history study.		A study of Ancient Greek life.
Geography	Physical features of a city. Fieldwork	Human and physical geography-earthquakes	Geographical skills
Art	Painting Drawing	Printing Collage	3D Textiles
DT	Stiff and flexible materials	Mouldable materials	Electrical and mechanical Cooking

Discrete Subjects (linked where possible)

Science			
Music			
Computing			
R.E.			

Big Question – Why is Grangetown here?

	Learning Challenge	Skills	Suggested Activities
1	Where in the North East is Grangetown? (Geography) Maths – Distances from major North Eastern cities.	<ul style="list-style-type: none"> •Can they name and locate counties and cities of the United Kingdom? •Can they use maps, atlases and globes to locate these?. 	<ul style="list-style-type: none"> • Label a map of the local area with important landmarks. • Create a graph showing distance between Grangetown and NE cities.
2	Why is it called Grangetown? (Geography) Extended Writing Persuasive leaflet- on why people should visit Grangetown.	<ul style="list-style-type: none"> •Can they use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • Look at Google map of Grangetown.. • Have a walk around the local area. What can they see? • Draw a plan of the town to be used in leaflet. • Look at Research local place names. • Grange meaning 'farm'
3	How does the Transporter Bridge work? (D&T)	<ul style="list-style-type: none"> • Can they research the transporter? Who designed and built it? • Do they understand how key events and individuals in design and technology have helped shape the world? • Can they design and make a a bridge fit for a purpose? • Can they add things to their circuits? • How have they altered their product after checking it? • Are they confident about trying out new and different ideas? 	<ul style="list-style-type: none"> • Research famous architect/designer linked to transporter. • Design and make a bridge using circuits and moving parts. (switches, motors, pulleys or levers) • Labelled plan and photo.
4	What did Grangetown look like one hundred years ago? (History and Geography)	<ul style="list-style-type: none"> •Can they look at the 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. 	<ul style="list-style-type: none"> • Use Digi-map to look at the development of Grangetown over the last 150 years.
5	What does Grangetown look like? (Art)	<ul style="list-style-type: none"> • Can they identify and draw simple objects, and use marks and lines to produce texture? • Can they organise line, tone, shape and colour to represent figures and forms in movement? • Can they explain why they have chosen specific materials to draw with? • Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? • Do they use their sketch books to adapt and improve their original ideas? • Do they keep notes about the purpose of their work in their sketch books? 	<ul style="list-style-type: none"> • Go up the hills and take photographs. • Draw a skyline of Grangetown.
6	Why did people settle in Grangetown? (History) Extended Writing – Letter – arriving in Grangetown.	<ul style="list-style-type: none"> • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <p>Drama – Hot seat a farmer/industry worker.</p>	<ul style="list-style-type: none"> • Research why people settled in Grangetown.
7	Who was Henry Bolckow? (History) Extended Writing – Biography – Henry Bolckow.	<ul style="list-style-type: none"> • Can they explain how events from the past has helped shape our lives? 	<ul style="list-style-type: none"> • Research Henry Bolckow.
8	What would you change about Grangetown? (Geography)	<ul style="list-style-type: none"> • Can they suggest different ways that a locality could be changed and improved? • Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> • Design a map of how they would like Grangetown to be. • Include a park, swimming pool, theme park, doctors and cinema.
9	Why should you visit Grangetown?	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? <p>S&L – Presentation.</p>	<ul style="list-style-type: none"> • Children create a travel video to persuade tourists to visit Grangetown.

Big Question – What causes the Earth to be angry?

	Learning Challenge	Skills	Suggested Activities
1	What causes a volcano to erupt and which are the famous volcanoes around the world? (Geography)	<ul style="list-style-type: none"> Can they locate and name some of the world's most famous volcanoes? Can they describe how volcanoes are created? 	<ul style="list-style-type: none"> Show volcano clip. On a map of the world, locate volcanoes. Show diagram/cross section of a volcano.
2	How do volcanoes impact on the lives of people and why do people live near them? (Geography) Extended writing – empathetic writing.	<ul style="list-style-type: none"> Can they describe how volcanoes have an impact on people's life? 	<ul style="list-style-type: none"> Empathetic writing.
3	What happened in Pompeii nearly 2000 years ago? (History) Extended writing – newspaper article.	<ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? 	<ul style="list-style-type: none"> Show video clip. Write newspaper article include headline, subheading, photo and caption. 2 paragraphs with a quote.
4	How do you capture the eruption of a volcano? (D&T)	<ul style="list-style-type: none"> Do they take time to consider how they could have made their idea better? Do they work at their product even though their original idea might not have worked? 	<ul style="list-style-type: none"> Plan and create an erupting volcano.
5	How do you capture the colour of a volcano in print? (Art)	<ul style="list-style-type: none"> Can they print using at least four colours? Can they create an accurate print design? Can they print onto different materials? 	<ul style="list-style-type: none"> Create a painting inspired by a volcano.
6	What causes an earthquake and how are they measured? (Geography)	<ul style="list-style-type: none"> Can they describe how earthquakes are created? 	<ul style="list-style-type: none"> Diagram of earthquake. Making a chart with Richter scale. Video clip of San Francisco.
7	Which countries have experienced earthquakes in your lifetime? (Geography)	<ul style="list-style-type: none"> Can they describe how earthquakes have an impact on people's life? 	<ul style="list-style-type: none"> Look at a map of the world and locate earthquake zones.
8	What is a tsunami and what impact does it have on people? (Geography) Extended writing – Setting description.	<ul style="list-style-type: none"> Can they describe how tsunamis have an impact on people's life? 	<ul style="list-style-type: none"> Video clip (The Impossible) Writing – emotional setting description.
9	Which towns and cities have experienced extreme weather in our country? (Geography) Maths – Plot rise in water level on a graph.	<ul style="list-style-type: none"> Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> Flooding example in the UK e.g. York, Cumbria. Look at flood plains/buildings.
10	How do volcanoes, earthquakes and tsunamis occur? (Geography)	<ul style="list-style-type: none"> Can they describe how earthquakes are created? Can they describe how volcanoes have an impact on people's life? Can they describe how tsunamis have an impact on people's life? S&L – Presentation.	<ul style="list-style-type: none"> Create a documentary in three groups.

Big Question – Why was Ancient Greece so important?

	Learning Challenge	Skills	Suggested Activities
1	What do we know about Ancient Greece? (History)	<ul style="list-style-type: none"> Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades? 	<ul style="list-style-type: none"> Timeline of events.
2	Where in the world is Greece? (Geography)	<ul style="list-style-type: none"> Can they locate the Tropic of Cancer and the Tropic of Capricorn? 	<ul style="list-style-type: none"> Locate Greece on a map.
3	Who was Zeus? (History)	<ul style="list-style-type: none"> Can they describe events and periods using the words: ancient and century? <p>S&L – Presentation</p>	<ul style="list-style-type: none"> Research Greek Gods. Children to produce PowerPoint presentation on given Greek Gods and deliver to rest of class. Children to work in groups.
4	How do we know what happened in Ancient Greece? (Art)	<ul style="list-style-type: none"> Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> Plan and create a Greek style mosaic.
5	Who was happier, the rich or poor? (History) Extended Writing – Diary Entry	<ul style="list-style-type: none"> Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Do they recognise that the lives of wealthy people were very different from those of poor people? 	<ul style="list-style-type: none"> Write a diary entry for a day in the life of a rich/poor person.
6	Who was Alexander the Great and what did he do? (History)	<ul style="list-style-type: none"> Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 	<ul style="list-style-type: none"> Research the lives of famous Greek people.
7	How did Theseus defeat the Minotaur? (History) Extended Writing – Character Description	<ul style="list-style-type: none"> Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	<ul style="list-style-type: none"> Research Greek myths. Write a character description of Theseus or the Minotaur.
8	What would your Greek soldier look like? (History)	<ul style="list-style-type: none"> Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? 	<ul style="list-style-type: none"> Draw a detailed illustration of a Greek soldier. Label uniform and weapons.
9	What would you feed the crowd at the first ancient Olympics? (D&T)	<ul style="list-style-type: none"> Can they come up with at least one idea about how to create their product? Do they take account of the ideas of others when designing? Can they produce a plan and explain it to others? Can they suggest some improvements and say what was good and not so good about their original design? Do they know what to do to be hygienic and safe? Have they thought what they can do to present their product in an interesting way? Can they evaluate their ideas and products against their own design and consider the views of others, 	<ul style="list-style-type: none"> Plan and make a Greek meal. Discuss whether they consider this a healthy and varied diet? Allow them to prepare and cook a variety of savoury dishes using different cooking techniques. Discuss seasonality, and how a variety of ingredients are grown, reared, caught and processed. Evaluate it.
10	How long does it take you to escape the maze? Maths – Direction.	<ul style="list-style-type: none"> Can they program a beebot to escape the maze? 	<ul style="list-style-type: none"> Create a maze. Use a BeeBot to escape a maze.
11	Who will win the Greek games? Extended Writing – Persuasive	<ul style="list-style-type: none"> Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways? 	<ul style="list-style-type: none"> Mini Olympics.

Year 5

Big Question	Where would you choose to build a city?	Where is Mexico and who were the Mayans?	What did the Romans do for us?
WOW	Trip to Newcastle.	Trip to Mexican restaurant or play Mayan Pok-a-tok.	Invade another classroom.
History		A non-European society.	The Roman Empire and its impact on Britain.
Geography	Location Knowledge Geographical skills	Location Knowledge	
Art	Printing	Painting 3D/Textiles	Collage
DT	Mouldable Materials	Stiff and Flexible Materials	Cooking and Nutrition

Discrete Subjects (linked where possible)

Science			
Music			
Computing			
R.E.			

Big Question – Where would you choose to build a city?

	Learning Challenge	Skills	Suggested Activities
1	<ul style="list-style-type: none"> In groups, children to make a 3d city. Where would they place houses, business, parks, rivers etc Photo as evidence 	<ul style="list-style-type: none"> Can they 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. Can they explain how a location fits into its wider geographical location; with reference to human and economical features? 	<ul style="list-style-type: none"> What is a town/city? How many can they How many can they name and find on a map? Research the features of both a town and a city. What would we expect to see or not there? Why? Complete a compare and contrast table.
2	How can you locate the important features on a map of a city? (Geography)	<ul style="list-style-type: none"> Can they map land use? 	<ul style="list-style-type: none"> Look at atlases. Use the key to identify important features. Add important features on to a birds eye view of Newcastle. Add their own Key to explain.
3	Why did people choose to settle near rivers? (Geography)	<ul style="list-style-type: none"> Can they explain why many cities of the world are situated by rivers? Can they describe and explain key aspects of rivers? 	<ul style="list-style-type: none"> Locate rivers in an atlas. Research uses of major rivers Draw rivers onto a map
4	Why is transport important? (Geography)	<ul style="list-style-type: none"> Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> Imports and exports. What transport do we have access to? What would be the best way to travel to Newcastle?
5	What would you expect to find/see in a city? (Geography) Extended Writing - Write a letter to a friend describing Newcastle	<ul style="list-style-type: none"> Can they explain how a location fits into its wider geographical location; with reference to human and economical features? 	<ul style="list-style-type: none"> Look at the photographs from the trip. Write a letter to a friend describing Newcastle
6	How would you create a city skyline? (Art)	<ul style="list-style-type: none"> Can they print using a number of colours? Can they create an accurate print design that meets a given criteria? Can they print onto different materials? 	<ul style="list-style-type: none"> Look at photographs from trip . Look at London/New York etc skyline Produce own skyline.
7	How would you build and pay for a skyscraper (2M)? (D&T)	<ul style="list-style-type: none"> Can they justify why they selected specific materials? Can they work within a budget? How have they ensured that their work is precise and accurate? Can they hide joints so as to improve the look of their product? 	<ul style="list-style-type: none"> Look at skyscrapers. Design their own Use marshmallows and spaghetti to make a skyscraper. Set a budget
8	Why is the water cycle important? (Geography) Extended Writing - Report	<ul style="list-style-type: none"> Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> Create a report
9	Why visit the North East? (Geography) Extended Writing - Brochure	<ul style="list-style-type: none"> Can they collect information about a place and use it in a report? 	<ul style="list-style-type: none"> Create a brochure and encourage someone to visit.
10	Reflection What would your city look like?	<ul style="list-style-type: none"> Can they explain what a place might be like in the future, taking account of issues impacting on human features? <p>SP1 - Present your city to the class</p>	

Big Question – Where is Mexico and who were the Mayans?

	Learning Challenge	Skills	Suggested Activities
1	Where in the world is Mexico and how would you get there? (Geography) Maths – How far and how long to Mexico?	<ul style="list-style-type: none"> Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas? 	<ul style="list-style-type: none"> Map work. Find cities and famous monuments. Discuss Brazil as a holiday destination. Research how you might travel to Mexico.
2	What is 'Dia de los Muertos' ? (History) Extended writing – Invitation letters.	<ul style="list-style-type: none"> Can they describe historical events from the different period/s they are studying/have studied? 	<ul style="list-style-type: none"> Watch opening of Bond film (Spectre). Write invitation letter for 'Day of the Dead' celebration. Including dress code, activities etc.
3	What would a Mexican's lunch look like? (D&T) Maths – Measuring ingredients.	<ul style="list-style-type: none"> Can they explain how their product should be stored with reasons? Can they set out to grow their own products with a view to making a salad, taking account of time required to grow different foods? 	<ul style="list-style-type: none"> Plan and make a Mexican meal.
4	How would you create a 'Dia de los Muertos' mask? (Art) Extended writing – Newspaper article explaining 'Dia de los Muertos'	<ul style="list-style-type: none"> Can they create all the colours they need? Can they create mood in their paintings? Can they express their emotions accurately through their painting and sketches? or <ul style="list-style-type: none"> Do they experiment with and combine materials and processes to design and make 3D form? Can they sculpt clay and other mouldable materials? 	<ul style="list-style-type: none"> Paint a 'Dia de los Muertos' skull on canvas. Make a 'Dia de los Muertos' mask out of papier mache. Write newspaper article include headline, subheading, photo and caption. 2 paragraphs with a quote.
5	Who were the Mayans and what was the importance of the sun in Mayan life? (History)	<ul style="list-style-type: none"> Can they say where a period of history fits on a timeline? Can they place features of historical events and people from past societies and periods in a chronological framework? 	<ul style="list-style-type: none"> Look at how the Mayans had mastered sound technology. Look at Mayan building skills. Look at the Mayan interest in the sun.
6	What is <i>pok a tok</i> ? (History)	<ul style="list-style-type: none"> Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? 	<ul style="list-style-type: none"> Create a <i>pok a tok</i> style game
7	What is the link between the Mayans and chocolate? (History)		<ul style="list-style-type: none"> Look at chocolate making process. Melt chocolate and make Mayan symbols.
8	What can we learn about the way Maya pyramids were built? (History) Maths – shape.	<ul style="list-style-type: none"> Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> Make a Mayan style pyramid.
9	What caused the Maya civilization to disappear? (History) Maths – scale timeline.	<ul style="list-style-type: none"> Can they place a specific event on a timeline by decade? Can they summarise the main events from a specific period in history, explaining the order in which key events happened? 	<ul style="list-style-type: none"> Research why the Mayan civilization died out. Create a timeline.
10	Where is Mexico and who were the Mayans? (History/Geography) Extended writing – write a script for	<ul style="list-style-type: none"> Can they summarise the main events from a specific period in history, explaining the order in which key events happened? S&L – Presentation.	<ul style="list-style-type: none"> Create a TV programme about Mexico and the Mayans?

Big Question – What did the Romans do for us?

	Learning Challenge	Skills	Suggested Activities
1	When did the Romans come to Britain? (History) Maths – Roman Numerals	<ul style="list-style-type: none"> Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? 	<ul style="list-style-type: none"> Create a timeline of the Roman Empire. Discuss major events. Julius Ceasar's attempted invasion 55-54BC. The Power of Roman Army by AD42. Claudius and conquest. Boudicca. Introduce Roman Numerals and solve simple maths problems.
2	Who lived in Britain when the Romans arrived? (History)	<ul style="list-style-type: none"> Can they describe historical events from the different period/s they are studying/have studied? 	<ul style="list-style-type: none"> Look at Romanisation of Britain. How did things change technology, culture and beliefs, christianity?
3	What was Celtic art? (Art)	<ul style="list-style-type: none"> Can they use ceramic mosaic to produce a piece of art? Can they combine visual and tactile qualities? 	<ul style="list-style-type: none"> Research Celtic warrior shields. Design and make a design for a Celtic shield.
4	Where were the Roman towns? (Geography) Maths	<ul style="list-style-type: none"> Can they plan a journey to a place in England? Can they make accurate measurement of distances within 100Km? 	<ul style="list-style-type: none"> Using maps calculate the distance between Roman towns (Manchester, Doncaster, Bath, York)
5	Did the Romans like being in Britain? (Geography)	<ul style="list-style-type: none"> Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they explain how a location fits into its wider geographical location; with reference to physical features? 	<ul style="list-style-type: none"> Compare and Contrast Italy and Britain. Climate, size and weather.
6	What was life like for a Roman Child? (History) Extended Writing – Diary/Letter	<ul style="list-style-type: none"> Do they recognise that the lives of wealthy people were very different from those of poor people? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? 	<ul style="list-style-type: none"> Make a poor Roman family meal. Find out about everyday life for a Roman Child and write a diary entry .
7	How did the Romans build the A1? (D&T)	<ul style="list-style-type: none"> Did they consider the use of the product when selecting materials? Does their product meet all design criteria? 	<ul style="list-style-type: none"> Research why roads were built the way they were. Make a road.
8	Who was Spartacus? (History)	<ul style="list-style-type: none"> Can they describe historical events from the different period/s they are studying/have studied? S & L – Presentation.	<ul style="list-style-type: none"> Research Famous Roman Gladiators and present to class using PowerPoint what you know about their life.
9	Who was Boudicca? (History) Extended Writing - Biography	<ul style="list-style-type: none"> Do they appreciate how historical artefacts has helped us understand more about British lives in the present and past? 	<ul style="list-style-type: none"> Research Boudicca What do we know? Write a biography.
10	What did the Celts use to fight the Romans? (History) Extended Writing - Persuasion	<ul style="list-style-type: none"> Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? 	<ul style="list-style-type: none"> Research Weapons. Design a shield/weapon to be used in battle. Write an advert to persuade the Romans to buy your weapon/shield.
11	How did the Romans Conquer Europe? (History)	<ul style="list-style-type: none"> Do they appreciate that significant events in history has helped shape the country we have today? 	<ul style="list-style-type: none"> Research Roman invasion tactics. Make a catapult

Year 6

Big Question	What would it have been like to live through World War 2?	Where is Brazil and why are the rainforests important to us all?	How could the Anglo-Saxons have repelled the invasion of the Vikings?
WOW	Unannounced air raid or visit Eden Camp.	Animal visit.	Jorvic/Holgate visit.
History	Aspect of British History beyond 1066.		Vikings and the Anglo Saxons.
Geography		Geographical knowledge, enquiry and Physical.	Map work
Art	Sketch/Painting Knowledge	Drawing Knowledge	3D textiles
DT	Textiles	Electrical and mechanical components	Cooking and Nutrition

Discrete Subjects (linked where possible)

Science			
Music			
Computing			
R.E.			

Big Question – How would WWII impact on your life?

	Learning Challenge	Skills	Suggested Activities
1	Why did WW2 start and what part did Hitler play? (History) Maths – scaled timeline for the build up to war.	<ul style="list-style-type: none"> Can they summarise the main events from a specific period in history, explaining the order in which key events happened? 	<ul style="list-style-type: none"> Listen/Watch clip of the declaration of war Discussion around why it began. Research I pads. Produce a fact file.
2	Who was Winston Churchill and what part did he play in the war? (History) Extended Writing- Newspaper	<ul style="list-style-type: none"> Can they describe a key event from Britain's past using a range of evidence from different sources? Can they describe features of historical events and people from past societies and periods they have studied? 	<ul style="list-style-type: none"> Listen to his speeches. Research Write a newspaper report declaring war.
3	How would you <i>make do and mend</i> ? (D&T)	<ul style="list-style-type: none"> Have they thought about how their product could be sold? Have they given considered thought about what would improve their product even more? 	<ul style="list-style-type: none"> Sewing activity
4	How would you keep safe during an air raid? (History)	<ul style="list-style-type: none"> Can they describe features of historical events and people from past societies and periods they have studied? <p>Drama – mock evacuation.</p>	<ul style="list-style-type: none"> Look at different shelters. Carry out a mock evacuation – drama. Look at gasmasks Photo and description evidence
5	What can we learn from Anne Frank? (History) Extended Writing- diary/letter home	<ul style="list-style-type: none"> Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? 	<ul style="list-style-type: none"> Read and extract from her diary. Discuss evacuees Watch a clip of Goodnight Mr Tom/The Lion, witch and wardrobe. Write diary/letter home as evacuee.
6	What was propaganda? (History)	<ul style="list-style-type: none"> Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they identify and explain their understanding of propaganda? 	<ul style="list-style-type: none"> Look at posters Design their own- ICT
7	Would you have been hungry during WW2? (History) Maths – budgeting	<ul style="list-style-type: none"> Can they describe features of historical events and people from past societies and periods they have studied? 	<ul style="list-style-type: none"> Look at rationing Look at recipes (Fanny Craddock) Make a corn beef hash Photo evidence
8	How have different European artists captured the horror of the war? (Art)	<ul style="list-style-type: none"> Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques? Can they say what their work is influenced by? Do they compare their methods to those of others and keep notes in their sketch books? Do their sketch books contain detailed notes, and quotes explaining about items? Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? 	<ul style="list-style-type: none"> Look at Lowry 'The Blitzed Site' Produce painting in this style.
9	Which job would you have chosen to do? (History) Extended Writing- Job advert	<ul style="list-style-type: none"> Can they describe a key event from Britain's past using a range of evidence from different sources? 	<ul style="list-style-type: none"> Look at different roles during the war. Write a job advert
10	Reflection How would you have celebrated the end of the war?	<ul style="list-style-type: none"> Can they describe a key event from Britain's past using a range of evidence from different sources? 	<ul style="list-style-type: none"> Have a VE day party. Make flags, sing songs- Vera Lynn 'We'll meet again'

Big Question – Where is Brazil and why are the rainforests important to us all?

	Learning Challenge	Skills	Suggested Activities
1	Where in the world is Brazil?? (Geography) Maths – measure from the UK to Brazil. Maths – SA population graph.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Map based activity – use vocabulary such as, continent, South America. Know South American countries including capitals Look at photos/video clips from different parts of the world and discuss.
2	What is Brazil know for? (Geography)	<ul style="list-style-type: none"> Can they concentrating on their environmental regions, key physical and human characteristics? How does Brazil differ to England? 	<ul style="list-style-type: none"> Research rainforest? Create a PowerPoint presentation.
3	What can you find out about street children from Brazil? (Geography) Extended Writing – Diary entry of a day in the life of a Brazilian street child.	<ul style="list-style-type: none"> Can they describe how some places are similar and others are different in relation to their human features? 	<ul style="list-style-type: none"> Watch DVD. Debate/discussion. Diary Entry.
4	How important is the Amazon to the South American rainforests? (Geography) Extended writing – setting description.	<ul style="list-style-type: none"> Can they explain why many cities of the world are situated by rivers? Can they explain how a location fits into its wider geographical location; with reference to physical features? 	<ul style="list-style-type: none"> Research the Amazon. Follow the Amazon from source to estuary. Use Google Earth. Learn about the climate of the rainforest.
5	How would you survive in the rainforest? (Geography)	<ul style="list-style-type: none"> Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? 	<ul style="list-style-type: none"> Make shelters (Zenith). Learn about waterproofing. Make rafts (miniature). Are they strong enough? Learn about the different layers of the rainforest including canopy etc.
6	How did Henri Rousseau capture the rainforest? (Art)	<ul style="list-style-type: none"> Do their sketches communicate emotions and a sense of self with accuracy and imagination? Can they explain why they have combined different tools to create their drawings? Can they explain why they have chosen specific drawing techniques? 	<ul style="list-style-type: none"> Create 3D art work (leaves). Camouflage. Picture of animals – use LC video to give ideas.
7	Why does the book 'The Lorax' by Dr. Seuss help us understand more about the rainforest? (Geography)	<ul style="list-style-type: none"> Can they explain how human activity has caused an environment to change? 	<ul style="list-style-type: none"> Use the Lorax book (P4C issues) Debate for/against.
8	How can you create your own rainforest (D&T)	<ul style="list-style-type: none"> Can they use different kinds of circuit in their product? Can they think of ways in which adding a circuit would improve their product? 	<ul style="list-style-type: none"> Create a model of the rainforest using an electrical circuit.
9	How can you create a campaign for saving the rainforest and animals? (Geography)	<ul style="list-style-type: none"> Do they understand the term sustainable development? Can they use it in different contexts? 	<ul style="list-style-type: none"> Create a campaign to save the Brazilian rainforest or animals.

Big Question – How could the Anglo-Saxons have repelled the invasion of the Vikings?

	Learning Challenge	Skills	Suggested Activities
1	Who were the Anglo-Saxons and did they like the Vikings? (History) Maths – ordering dates.	<ul style="list-style-type: none"> Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? 	<ul style="list-style-type: none"> Create a timeline from 410 AD to 1066 AD.
2	Which region of Britain would you have lived in during the Heptarchy? (History)	<ul style="list-style-type: none"> Can they describe features of historical events and people from past societies and periods they have studied? 	<ul style="list-style-type: none"> Map work. Show different regions during the heptarchy. Where would you like to rule?
3	Why did the Vikings come to Britain and how did they make their journey? (History)	<ul style="list-style-type: none"> Can they summarise the main events from a specific period in history, explaining the order in which key events happened? <p>Drama – role play.</p>	<ul style="list-style-type: none"> Research Viking travel methods e.g. Long boats. Role play travel in a Viking long boat.
4	What was life like for a Viking child? (History) Extended Writing – Recount	<ul style="list-style-type: none"> Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? 	<ul style="list-style-type: none"> Write a recount of the journey to England from the point of view of a child.
5	How did the Vikings defend themselves? (Art)	<ul style="list-style-type: none"> Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work? Do their sketch books contain detailed notes, and quotes explaining about items? Do they combine graphics and text based research? 	<ul style="list-style-type: none"> Create a Viking shield.
6	Who was St. Bede and why do we remember him? (History) Extended Writing – Biography	<ul style="list-style-type: none"> Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? 	<ul style="list-style-type: none"> Research St. Bede. Write a Biography.
7	Why was Edward the Confessor so important to our history? (History) Extended Writing – Report	<ul style="list-style-type: none"> Can they describe a key event from Britain's past using a range of evidence from different sources? 	<ul style="list-style-type: none"> Research Edward the Confessor. Write a report.
8	What did Vikings have for dinner? (D&T)	<ul style="list-style-type: none"> Can they explain how their product should be stored with reasons? Can they set out to grow their own products with a view to making a stew, taking account of time required to grow different foods? 	<ul style="list-style-type: none"> Plan and make a Viking style meal.
9	What would your Anglo-Saxon helmet look like? (History)	<ul style="list-style-type: none"> Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? 	<ul style="list-style-type: none"> Make an Anglo-Saxon helmet and stage a fake battle.