

Year A 2021-2022

History on Our Doorstep: Exploring the national significance of local history.

Learning Question: KS1 – Why was a castle built at Richmond? KS2- We live in a small village, but what big things have happened here?

Audience: The Station at Richmond

Launch/ Landing : Visiting Richmond/Middleham Castle

Subject	What we <i>have</i> to cover	National Curriculum Programmes of study	Content Guidance
<p>Science</p>	<p>KS1 - Plants (Y1) & Seasonal change (winter to spring)</p> <p>#</p>	<p>Working Scientifically: During years 1 and 2,</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions. <p>Plants (Y1)</p> <ul style="list-style-type: none"> ▪ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ▪ identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Plants</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted.</p> <p>They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p>

**Y3/4 rocks Y3 & sound
Y4**

Seasonal Change (winter to spring)

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Working scientifically During years 3 and 4,

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Seasonal Change (winter to spring)

Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.

Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Rocks (Y3)

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Sound(Y4)

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it

Rocks (Y3)

Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

Sound (Y4)

Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.

Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their

	<p>Y5/6 Evolution and inheritance Y6</p>	<ul style="list-style-type: none"> ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the sound source increases. <p>Working Scientifically During years 5 and 6.</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p>own instruments by using what they have found out about pitch and volume.</p> <p>t</p>
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		<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Evolution and Inheritance</p> <p>Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p>Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</p> <p>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>
<p>History</p>	<p>KS1: Significant historical events people and places in their own community KS2: Local History Study – History of Richmond</p>	<p>KS1</p> <ul style="list-style-type: none"> ▪ significant historical events, people and places in their own locality. 	<p>KS1</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the</p>

		<p>KS2 Observe measure and record the human and physical features in the local area Use eight points of compass and six figure grid references, OS symbols and keys to build their knowledge of UK and wider world</p>	<p>features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> ▪ 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 <p>KS2</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>RE</p>	<p>KS1 What do Christians believe God is like? 1:1 Why do Christians put a cross in an Easter garden? F3 KS2 What does it mean to be a Hindu in Britain today? L2:7</p>	<p>KS1 - What do Christians believe God is like? See Understanding Christianity KS 1 Unit 1:1</p>	<p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to</p>

	<p>What difference does the resurrection make for Christians? (Y6)UC Unit 2b:7</p>	<p>Why do Christians put a cross in an Easter garden? See Understanding Christianity Unit F3</p> <p>KS2 What does it mean to be a Hindu in Britain today? L2:7 Leeds/York RE syllabus</p> <p>What difference does the resurrection make for Christians? (Y6)</p>	<p>God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>As this is an EYFS unit, the 'digging deeper' part of the planning should be used effectively to ensure children are challenged throughout KS1</p> <p>KS2 What does it mean to be a Hindu in Britain today? L2:7</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti). <input type="checkbox"/> Offer informed suggestions about what Hindu <i>murtis</i> express about God <input type="checkbox"/> Make links between Hindu beliefs and the aims of life (e.g. karma) <p>Understanding the impact:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how Hindus show their faith within their families in Britain today (e.g. home puja). <input type="checkbox"/> Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith. <p>Making connections:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection</p>
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	<p>What will make our city/town/village a more respectful place? U2:12</p>	<p>What will make our city/town/village a more respectful place? U2:12</p>	<p>accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs <input type="checkbox"/> Describe examples of how different communities deal with diversity and interfaith issues. <p>Understanding the impact:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.) <input type="checkbox"/> Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc). <p>Making connections:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make connections between religious and non-religious beliefs and practices related to living with difference in community <input type="checkbox"/> Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses
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			<p>Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views</p> <p>□ Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.</p>
<p>Computing (Cycle A) Online safety to be wonen throughout.</p>	<p>Y1/2 Digital painting (Creating Media) and An introduction to quizzes (Programming) Y3/4 Stop Frame Animation (Creating Media) and Kodu (Programming) Y5/6 Vector Drawing (Creating Media) and Spreadsheets (Data & Information)</p>	<p>KS1</p> <ul style="list-style-type: none"> ▪ create and debug simple programs ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Ongoing: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Lower KS2</p> <p>Upper KS2</p>	
<p>DT</p>	<p>KS1 design and build castle with working drawbridge, castle moat</p> <p>KS2 – Catapults and Trebuches</p>		<p>KS1</p> <p><i>Design</i></p> <ul style="list-style-type: none"> ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><i>Make</i></p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <p><i>Evaluate</i></p> <ul style="list-style-type: none"> ▪ evaluate their ideas and products against design criteria <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

			<p>KS2</p> <p><i>Design</i></p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><i>Make</i></p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <p><i>Evaluate</i></p> <ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world <p><i>Technical knowledge</i></p> <ul style="list-style-type: none"> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Music	Songs and music from our local area –	<p>KS1: Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically</p> <p>KS2: Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Play and perform:</p> <p>Improvise and compose:</p> <p>Listening and responding</p> <p>Understanding notation and leaders:</p>
Art and Design	<p>KS1: 'Toys' (Y1 Unit 5)</p> <p>KS2: A journey through surrealism: How do images trigger our imagination and how can we respond to these as artists?</p>	<p>Key stage 1</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different 	

		<p>practices and disciplines, and making links to their own work.</p> <p>Key stage 2</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas – depicting dreams, collage experiments and observational drawings of doorways. ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] – focus on painting, drawing and collage. ▪ about great artists, architects and designers in history – Magritte, Dali, David Hockney, Richard Hamilton and local artist Mackenzie Thorp. 	
French	<p>KS1 Animals Easter KS2 Au marché (Spring 1) Au café (Spring 2)</p>		
PSHE/RSE	<p>KS1: Safety and Changing Body Citizenship</p> <p>KS2 :Safety and Changing Body Citizenship</p>		
English texts	<p>EYFS:Jack and the beanstalk Rapunze lThe paper bag princess George and the dragon KS1:Jim and the beanstalk KS2: Highwayman (2 weeks narrative poetry), Clockwork</p>		
Opening up horizons	<p>Alumni project</p>		

Courageous advocacy	Global citizenship award
Whole child	
Intentional questioning	