



St Chad's Connected Curriculum – LKS2

Rolling Programme A

Unit	1	2	3	4	5	6	7	8
Big Picture Question	What are rainforests and where can we find them?	What was Evacuation?	What human and physical comparisons can we make between Patchway and an area of Uganda?	Why did the Ancient Egyptian civilisation prosper and what is the legacy of this?	What is the impact of Asia's physical geography on people's way of life?	How do volcanoes and earthquakes affect the world that we live in?	How are animal and human bodies different?	Where is Greece and what is it like?
Rationale	<p>Chance to develop knowledge of the world and use key vocabulary to describe the location of countries and continents in the world.</p> <p>Learn about the layers in a rainforest.</p>	<p>Local link to children who were evacuated from Bristol.</p> <p>Link to UKS2 topic on The Blitz.</p> <p>Building on KS1 remembrance topics.</p>	<p>Comparison between a local area and an area on another continent.</p> <p>Chance to compare physical and human characteristics.</p> <p>Opportunity for fieldwork creating maps of the local area and using grid references.</p>	<p>World History</p> <p>Describe and understand key aspects of the water cycle and rivers– NC</p> <p>Understand human geography including types of settlement and land use -NC</p> <p>Exploration of the achievements of the earliest civilisations – NC</p> <p>Opportunities to make comparisons in UKS2 with Ancient Greece and the Mayan civilisations.</p> <p>Learn about the importance of rivers.</p> <p>Chance to map local rivers.</p>	<p>Describe and understand key aspects of mountains– NC</p> <p>Chance to compare physical and human characteristics.</p> <p>Link to the culture of many of our pupils.</p>	<p>Describe and understand key aspects of volcanoes and earthquakes – NC</p> <p>Understand the physical processes of natural disasters.</p> <p>Understand the physical and human impact of natural disasters.</p>	<p>To identify how human bodies differ from those of other species.</p> <p>To understand how the human body works.</p> <p>Range of different opportunities for scientific enquiry.</p>	<p>Study of a region in a European country - NC</p> <p>Develop understanding of Europe's countries and capitals.</p> <p>Use of ordnance survey maps and grid references.</p>
Key concepts	Our Physical World	Chronology Community	Our Physical World Our Global Community Thinking Geographically	Chronology Community Our Physical World	Our Physical World Our Global Community	Our Physical World	Biology	Our Physical World Our Global Community



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Objectives	Knowledge	Skills						
<p>Objectives</p> <p>Knowledge</p> <p>Skills</p>	<p>Know the names of four countries from the southern and four from the northern hemisphere</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p><u>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</u></p>	<p>To know the key dates of the first and second world war.</p> <p>To divide recent history into the present (21st century and past (19th and 20th)</p> <p>To explain the dangers of living in a big city during WW2 and why children were evacuated from Bristol.</p> <p><u>To ask historically valid questions and suggest sources which could be used to answer them.</u></p>	<p>To understand how Patchway has been shaped by what happened in the past.</p> <p>Know the names of and locate at least eight countries and at least six cities in England</p> <p>Know the names of four countries from the southern and four from the northern hemisphere Know why most cities are located by a river</p> <p>Use maps to locate European countries and capitals.</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>Know how to plan a journey within the UK, using a road map</p> <p>Know and name the eight points of a compass</p> <p><u>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</u></p> <p><u>Use the eight points of a compass, four 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.</u></p> <p><u>Extend for more able to six figure grid references.</u></p> <p><u>Use fieldwork to observe, measure and record the</u></p>	<p>To draw a timeline including different historical periods that have been previously studied using terms AD and BC.</p> <p>To describe the key features of Ancient Egypt and key events using dates.</p> <p>To explain how Britain may have learnt from Ancient Egyptian civilisations and what they gave to the world.</p> <p>Research what life was like for children in Ancient Egypt and compare with modern life.</p> <p><u>Use historic items and artefacts to help build up a picture of life in the past.</u></p> <p><u>To offer reasonable explanations for events that occurred.</u></p> <p><u>To understand the difference between primary and secondary sources.</u></p> <p><u>To ask historically valid questions and suggest sources which could be used to answer them.</u></p> <p><u>To conduct personal research and present their findings.</u></p> <p><u>To begin to evaluate the usefulness of sources.</u></p> <p>Know the names of four countries from the southern and four from the northern hemisphere</p> <p>Know and label the main features of a river</p>	<p>Know the names of and and locate at least eight European countries</p> <p>Know the names of and locate at least eight countries and at least six cities in England</p> <p>Know where the main mountain regions are in the UK</p> <p>Know, name and locate the main rivers in the UK</p> <p>Know at least five differences between living in the UK and a Mediterranean country</p> <p>Know the names of a number of the world's highest mountains</p> <p>Use maps to locate European countries and capitals.</p> <p>Know how to use graphs to record features such as temperature or rainfall across the world</p> <p>Know how to plan a journey within the UK, using a road map</p>	<p>Know the names of four countries from the southern and four from the northern hemisphere</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p> <p>Know what causes an earthquake</p> <p>Label the different parts of a volcano</p> <p>Know the names of a number of the world's highest mountains</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian</p> <p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p><u>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</u></p>	<p>I can identify that humans and some animals have skeletons and muscles.</p> <p>I can understand that animals, including humans, need the right types and amounts of nutrition</p> <p>I can describe the basic parts of the digestive systems in humans</p> <p>I can describe the functions of different human teeth.</p> <p>I can construct a variety of food chains, identifying producers, predators and prey.</p> <p>I can construct a variety of food chains, identifying producers, predators and prey.</p>	<p>Know the names of and locate at least eight European countries</p> <p>Use maps to locate European countries and capitals.</p> <p>Know and name the eight points of a compass</p> <p>Know what most of the ordnance survey symbols stand for</p> <p>Know how to use six figure grid references</p>



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			<p><u>human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</u></p>	<p>Know the name of and locate a number of the world's longest rivers</p> <p>Explain the features of a water cycle</p>			
Science	Plants (Yr 3)	Animals, including humans (Year 3 and Year 4)		<p>Light (Year 3)</p> <p>Focus on Ancient Egyptian tombs and beliefs about the sun.</p>	<p>Forces and Magnets (Year 3)</p> <p>Focus on William Gilbert (Theories of Magnetism)</p>	States of Matter (Year 4)	Electricity (Year 4)
D & T	<p>Textiles</p> <p>Analyse, Practice, Design, Make, Evaluate</p> <p>Project: poisonous dart frog</p>	<p>DT Opportunity</p> <p>Tasting and evaluating African food</p>		<p>Structures</p> <p>Analyse, Practice, Design, Make, Evaluate</p> <p>Project: Create own version of a Shaduf</p>		<p>YEAR 4</p> <p>Electrical System (linked to Electricity)</p> <p>Project Earthquake warning alarm</p> <p>DT Opportunity</p> <p>Creating 3D Volcanoes</p>	<p>Cookery:</p> <p>Analyse, Practice, Design, Make, Evaluate</p>
Art	<p>Art Opportunity</p> <p>Collage - Layers of the Rainforest</p>	<p>Drawing</p> <p>Analyse, practice, Design, Make Evaluate</p> <p>Line, shape, colour - Propaganda poster</p> <p>Artist: Andy Warhol</p>	<p>Textiles</p> <p>Analyse, practice, Design, Make Evaluate</p> <p>Batik – African Fabric design</p> <p>Artist: Esther Mahlangu</p>	<p>Art Opportunity</p> <p>Drawing / printing hieroglyphs</p> <p>Gods and Goddess</p>	<p>Drawing/ Painting</p> <p>Analyse, practice, Design, Make Evaluate</p> <p>Painting using colour, shade, tone (water colours)</p> <p>Artist: Joseph Wright of Derby (Tate website) or Artist: Kathleen Gwinnett</p>	<p>Art Opportunity</p> <p>Pastel pictures of volcanoes</p> <p>3 D volcanoes</p>	
R.E	L2.6: Why do some people think that life is a journey? What significant experiences mark this?	UC2a4: What kind of world did Jesus want?		L2.8: What does it mean to be a Hindu in Britain today?	UC2a5: Why do Christians call the day Jesus died 'Good Friday'?	L2.4: Why do people pray?	UC2a6: When Jesus left, what was the impact of Pentecost?
PSHE	JIGSAW			JIGSAW		JIGSAW	
P.E	T1- Gym- symmetry and asymmetry T1 Games- Creative games making	T2- Dance T2- Games- Net/court/wall games Y4- Swimming		T3- Gym- receiving body weight T3- Games- invasion games	T4- Dance T4- Games- swimming	T5- Athletics Unit 2 T5- Games- swimming	T6- Athletics- individual competition T6- Games- striking and fielding games (Y4)



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Computing		Computer Networks Networks and the Internet (Year 3) Collaborative Learning (Year 4)		Computer Networks Journey inside a Computer (Year 3) Computer Programming Computational Thinking (Year 4)		Computer Programming Scratch (Year 3) Further Coding with Scratch (Year 4)
French	French Greetings (Year 3) Portraits (Year 4)	French adjectives of colour, size and shape (Year 3) Clothes (Year 4)	French Playground Games (Year 3) French Numbers, Calendars and Birthdays (Year 4)	In a French Classroom (Year 3) French Weather and the Water Cycle (Year 4)	French Transport (Year 3) French Food (Year 4)	A Circle of Life in French (Year 3) French and the Eurovision Song Contest (Year 4)
Music (Instrumental Day) Year 3 South Africa Caribbean Year 4 South America Indonesia	Ballads (Year 3) Artist(s): David Bowie, The Righteous Brothers, Whitney Houston Body and Tuned Percussion (Year 4) Artist(s): David Paich and Jeff Porcaro		Pentatonic Melodies and Composition (Year 3) Artist(s): Unknown (Jasmine Flower) Changes in Pitch, Tempo and Dynamics (Year 4) Artist(s): KT Tunstall, Ben E King, Smetana		Developing Singing Technique (Year 3) Artist(s): Mary Green and Julie Stanley Adapting and Transposing Motifs (Year 4) Artist(s): Beethoven, John Barry	