

		Autumn Term		Spring Term		Summer Term	
		1	2	1	2	1	2
Phase 1 EYFS	<b>Reception</b>	<b>This is Me</b>	<b>Who are you?</b>	<b>Where are they?</b>	<b>Here and Now</b>	<b>Around the World</b>	<b>Looking Beyond</b>
	<b>Overview</b>	This unit of work provides the opportunity to explore who we are and to understand and explore that we are now a part of a new community. We learn about the rules and routines of our classroom that allow us to feel safe and secure. We explore our new environment both inside and out and those within it. We develop our understanding of what is in our local environment and be able to describe it. We are introduced to the seasons and will look closely at the changes that take place in Autumn.	This unit of work explores the different roles that people have within the local community and further afield. It aims to promote positive role models and challenges stereo-types. We learn about specific jobs and what they entail and where these jobs take place. We then look at the theme of 'Celebration' through our own birthday and other family members' birthdays and then learn about significant celebrations within the religious world. We will learn about key stories related to the celebration and know some of the associated traditions.	This unit of work provides the opportunity to further explore the seasons. We focus on the changes that take place during winter and how those changes impact both the environment around us and animals in the UK. We explore different animal habitats and how they are adapted. Having learnt about our local environment, we expand this knowledge by learning about London, its' key landmarks and some famous faces that live there. We explore some of the similarities and differences between where we live and the capital. We learn about some events that mark new beginnings such as Easter and the Lunar New Year.	This unit of work provides the opportunity to explore a new season and understand the changes that take place at this time of year in the natural world. We learn about the Christian festival of Easter and explore how it is celebrated and what are some of the traditions associated with it. We also look further afield at England and develop our growing understanding of what an island is, how it is shown on a map and learn about some of the key features of the country.	In this unit we will be exploring countries around the world. We learn about a world map and consider how countries are impacted depending on where they are located, particularly in terms of their climate. We find out about what life is like for the people who live in that country.	In this unit we will be completing our focus on the seasons and will be exploring what happens in summer and how people and animals adapt at this time of year. We then explore what is beyond the earth by learning about the sun, moon and the planets within the solar system. Finally, we consider the damage that is taking place on our planet and how we can help to protect it.
Phase 2 Year 1&2	<b>Year 1 Cycle A</b>	<b>A Local History Study</b>	<b>Arctic Explorers</b>	<b>World Changers Throughout history</b>		<b>The Great Fire of London</b>	
	<b>Overview</b>	We begin our study with an in depth look into our local town. We investigate our school, our road, and the history of our location. We discover there was once a castle here and investigate the clues that have been left behind to tell us it once existed.	We expand our growing knowledge of the world by learning about the polar regions with a focus on the Arctic. We learn about three explorers who all claimed to be the first to reach the north pole and why one of them was all but written out of the history books.	In this unit of work, we investigate the careers of some key people who changed the world through their work in medicine and health care. We begin to looking into the work of Florence Nightingale, Mary Seacole and Alexander Fleming and conclude our unit of work by learning about the life of Dr Sarah Gilbert, the scientist who helped discover the vaccine for COVID-19.		This history focussed unit of work tells the story of the 1666 Great Fire of London. We learn about the causes and effects of the fire, investigate some of the evidence left behind and learn about some of the changes that took place in London following the fire. We also learn about some of the other 'great fires of London' including the fires at Southwark just 10 years after the 1666 fire.	
	<b>Year 2 Cycle B</b>	<b>Significant Buildings Around the World</b>		<b>The Great Rainforests</b>		<b>The British Coastline</b>	
	<b>Overview</b>	We begin this study by recognising that there was a castle in our local town and ask whether this was the only castle or were the others? We learn more about castles around the UK and investigate why they were built and what they have been used for throughout their time. We expand our global knowledge when learning about some key ancient monuments around the globe including, Stone Henge, The Great Pyramids at Giza, The Colosseum in Rome, El Castillo in Mexico, The Great Wall of China and Hadrian's Wall. We study these buildings in depth, investigating the original reason they were built and what we think they are used for now. Later in our Key Stage 2 studies, we use this basic knowledge to help us understand more about the ancient civilisation these buildings belong too.		During this unit of work, we learn about the Great Rainforests of the world. We investigate the layers of the forest, look at some of the creatures that live in each layer and learn about the impact of deforestation on these habitats. During our history lessons we learn about the mysterious golden temple, El Dorado, supposedly hidden in the Amazon, and begin to further our growing knowledge of explorers by learning about Sir Walter Rayleigh who was sent to find it by Queen Elizabeth I.		In this unit of work, we investigate the changing nature of the British coastline. We learn about the development and history of the railways and how this allowed British people to begin to take holidays at the British coast. We compare and contrast three British seaside towns investigating what they were like before the railway reached them and after the railways reached them. We learn about the differing habitats surrounding the coastline and what kind of animals may live there.	

Phase 3 Year 3&4	<b>Year 3 Cycle A</b>	<b>The Stone Age to The Iron Age</b>		<b>Natural Disasters</b>	<b>The Roman Invasion of Britain</b>	<b>The Anglo Saxons, The Viking and the Battle for England in 1066</b>	
	<b>Overview</b>	We travel back in time to The Stone Age and learn about the mysterious Stone Henge. We investigate what day to day life was like for the hunter gather people of The Stone Age and compare it to the life in The Bronze Age and The Iron Age. We look at the changing lives of the people who lived in these time periods, learn about the evidence that they left behind and learn how to make Bannock Bread, a staple of the Iron Age.		During this short unit of work, we learn about the geological make-up of planet Earth, the physical processes that make Earth a violent place to live and how these processes impact humans. We conduct an in-depth study of three different natural disasters from three different periods of history; the volcanic eruption at Pompeii, the volcanic eruption at Krakatoa and the 2004 East Asian tsunami. We investigate the evidence that was left behind and how the disasters were reported and recorded; we continue to develop our growing understanding of the difference between primary and secondary sources of evidence.	In this unit of work, we learn about the exploits of Emperor Claudius and his invasion of the Great Britain in 43CE. We look at the advantages and disadvantages of Roman rule and that not all Britain's were happy about the invasion, in particular, Boudicca and her Incenci tribe. We discover how life changed under Roman rule by investigating the evidence left behind relating to the Roman settlements, Roman, clothing and Roman buildings including amphitheatres and Roman bath houses.	We begin our study by learning about what happened when the Romans left our islands. We learn about where in the world the Angles, the Saxons and the Jutes came from and why they came to Britain. We continue to find out about daily life, jobs and the development farming. We discover that Britain was split into different Kingdoms each ruled by a different Anglo-Saxon king and we find out about their how society's rules were kept and what happened if they were broken. We then learn about the Vikings, where they came from, what changes they brought with them and how their way of life was different from that of Anglo-Saxons. Finally, we learn about a different group of Vikings called The Normans, or North Men, from France who invaded in 1066; probably the most infamous date in British history. We learn about William the Conqueror, King Harold and Harold Godwinson and how their three-way battle for the British crown set the wheels in motion for the modern monarchy we see today.	
Phase 4 Year 5&6	<b>Year 4 Cycle B</b>	<b>A Local History Study</b>	<b>Light and Lenses</b>	<b>The Ancient Egyptians</b>		<b>Mountains, Rivers and Oceans</b>	
	<b>Overview</b>	This local history study sees us learning about Edgehill, just north of a local town Banbury. We learn about the part it played in the English Civil War. We investigate the reasons for the war, how the population was feeling towards King Charles, the part religion played in the war and the key triggers for the start of the war. We learn to interpret evidence, develop our growing knowledge of primary and secondary sources and ask historically relevant questions about what the evidence tells us about the battle. We learn to justify our opinions by drawing on our knowledge of the historical evidence.	In this science-based unit of work, we learn about the nature of light, its properties and why we can see different colours if we look through a prism. We learn about some key scientists who have helped developed human understanding of the nature of light and why light cannot escape the gravity of black holes; John Mitchell, Albert Einstein and Stephen Hawking all feature. Finally, we bring our study right up-to-date by learning about Katie Bouman who was the first person to 'photograph' a black hole	Next our studies take us to Ancient Egypt; the land of the pharaohs. We find out why the River Nile was such a vital part of Egyptian society, learn about the class system and the economy. We find out about Egyptian Gods and Goddesses and compare this ancient civilisation with the ancient River Valley civilisations. We recreate Ancient Egyptian wall carvings and make a scale model of an Egyptian shaduf, a simple mechanism for lifting water from the river Nile to irrigate crops. We find out about deserts landscapes and compare these to temperate and frozen landscapes that we have already learnt about. The knowledge we learn during this unit of work will help us to deepen our understanding of Ancient Greece when we reach year 5.		In this unit we develop our knowledge of geological processes to help us to understand how mountains are created. We learn about the water cycle, the raging rivers, the deep oceans and the great lakes of the world. Our learning takes us to Mount Everest where we learn about the story of Tensing Norgay and Edmund Hilary; the first explorers to successfully ascend the mountain. We learn about the explorers who came before them and those who helped Norgay and Hilary summit the mountain. We learn that despite achieving the same thing at the same time as part of the same team, Norgay and Hilary received very different accolades and we begin to ask questions about whether or not this was fair.	
Phase 4 Year 5&6	<b>Year 5 Cycle A</b>	<b>The Ancient Greeks – is democracy a good thing?</b>		<b>The Victorians and The Industrial Revolution</b>		<b>The Ancient Maya</b>	<b>Earth and Space</b>
	<b>Overview</b>	We question the health of democracy by studying its origins in this unit of work. We learn about the structure of Ancient Greek society, the warring kingdoms of Sparta and Athens and learn about key Ancient Greek teachers and philosophers. We build up our knowledge of day to day life for a typical Ancient Greek citizen and begin to ask questions about this		In KS1, we learnt about the development of the railways and how this drove the development of British seaside holidays. In this unit of work, we take that learning forward by learning about the industrial revolution, it's origins and how it played the key role in Britain becoming the global superpower of the 1800's. We learn what life was like for a typical		During this unit of work, we learn about the Ancient Maya, their beliefs, the daily lives, the structure of Mayan society, the development of language and maths in Mayan	We learn about the solar system, planets, galaxies and the universe. While learning about the basics of the mechanics of the solar system we revisit some of the historical

	based on primary and secondary resources of evidence left behind. We learn that there are lots of different ways to govern a country and that democracy in Ancient Greece was different to democracy as we know it today; we learn about why this is. Finally, we compare life in ancient Greece and life in modern Greece.	Victorian child, Victorian workhouses and the development of The Children’s Act in 1889. We continue to develop our knowledge of Britain’s overseas expansion and the development of the British Empire. We conclude our studies by learning about how an American slave made Thomas Edison famous.	civilisation and conclude our study asking questions about the evidence left behind. What really happened to Mayans? Where did they go?	civilisations we have studied, learn about what they believed about the celestial bodies in the sky and find out how human’s understanding of our place in the universe has changed over time. This fascinating unit of work helps to broaden the children’s horizons and is deliberately planned to go beyond the scope of the National Curriculum.		
<b>Year 6 Cycle B</b>	<b>Shackleton’s Exploration of Antarctica</b>	<b>World War 1</b>	<b>World War 2</b>	<b>Empathy, Tolerance and Injustice</b>	<b>Circulation</b>	<b>Evolution</b>
<b>Overview</b>	This unit focuses on the life of Ernest Shackleton and his fateful Imperial Trans-Antarctic Expedition between 1914-1917. We learn about what happened on this fateful expedition, we develop our knowledge of Greenwich Meantime, longitude and latitude and find out what happened once his boat, the Endurance, was caught in sea ice. We finish this unit of work by learning about the 2021 expedition to find the Endurance.	In this unit of work, we consider the implications of a mechanised world in the theatre of war. We learn about the causes of The Great War, the stalemate, and the development of mechanised war machinery such as the tank. We conclude our study by learning about the end of the war, Remembrance Day and the implications for Germany as a result of the Versailles Treaty in 1919.	Between the end of World War 1 to the beginning of World War 2 Europe experienced a very turbulent time. We consider how the world came back to war just 20 years after it ended the first one. We learn about life on the ‘home front’, what it was like to be child living during the war. We grow our knowledge by learning about ‘The Battle of Britain’ and the evacuees. We conclude our study by learning about the development of The United Nations.	We begin this unit of work by asking why the England football team ‘take a knee’ before their games and work backwards through the 21 <sup>st</sup> and 20 <sup>th</sup> century to consider, the global outrage following the murder of George Floyd, the election of America’s first black president, the key people involved in the Civil Rights movement, and ultimately, that the race divide in America can be traced back to Britain’s global expansion and the development of slavery. This challenging unit of work is deliberately designed to go beyond the scope of the KS2 National Curriculum and prepares the children for the unit of work at KS3	During this unit of work, we consider the pioneering first heart transplant and ask whether it was ethically sound. We learn about the heart, circulation and how the body moves blood around. We learn about the day of the first heart transplant, question and debate the ethics of the procedure and take a ‘hands on approach’ as we dissect hearts during our science lessons.	This unit focuses on the life of Charles Darwin and his controversial publication of ‘On The Origin of Species’. We learn about how he developed his theory, the angst he suffered when deciding whether or not to publish and learn about how, eventually, it became the theory of development of life on Earth.