

		Autumn Term		Spring Term		Summer Term	
		1	2	1	2	1	2
Phase 1 EYFS	Nursery	This is Me	Who are you?	Where are they?	Here and Now	Around the World	Looking Beyond
	Overview						
	Reception	This is Me	Who are you?	Where are they?	Here and Now	Around the World	Looking Beyond
	Overview	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	Year 1 Cycle A	A Local History Study	Arctic Explorers	The Greatest Britons		The Great Fire of London	
	Overview	We begin our study in year 1 with an in-depth investigation of our local town. We investigate our school, our road, and the history of 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 by looking into the work of Florence Nightingale, Mary Seacole and Alexander Fleming and Dr Sarah Gilbert, the scientist who helped discover the vaccine for COVID-19. We delve into the world of science and engineering studying the life and key achievements of Brunel and Attenborough. We pay a visit to the Monarchy and investigate the life of Queen Victoria and Elizabeth II.		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.	
	Year 2 Cycle B	Around the World		The Great Rainforests		The British Coastline	
	Overview	In year 1, we learnt that there was a castle in our local town. During our first unit of work in year 2, we ask was this the only castle or were there 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, The Acropolis in Athens, 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 to.		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 Raleigh 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 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. We round off our studies by visiting one of the towns we had studied earlier to see if we can see any evidence of what the town was like before the railways arrived.	

Phase 3 Year 3&4	Year 3 Cycle A	The Stone Age to The Iron Age	The Romans in Britain		Natural Disasters	The Anglo Saxons, The Viking and the Battle for England in 1066
	Overview	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.	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.		During this short unit of work, we learn about the geological make-up of planet Earth, the physical processes that make it 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 of Pompeii, the volcanic eruption at Krakatoa and 2004 East Asian tsunami. We investigate evidence that was left behind and how disasters were reported and recorded, we continue to develop our growing understanding of the difference between primary and secondary sources.	This period of British history is fascinating and 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 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.
	Year 4 Cycle B	A Local History Study	Light and Lenses	The Ancient Egyptians		Mountains, Rivers and Oceans
	Overview	This is the second of our local history studies in Key Stage 2 and sees us learning about Edgehill, just north of 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 write essays and 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 can't 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 we've 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.		During this unit of work, we learn about the geological processes of the earth and how they create volcanoes, earthquakes and tsunamis. We build on this knowledge by learning that these same geological processes help create mountains. We learn about the water cycle, the raging rivers, the deep oceans and the great lakes of the world. We take a trip to Africa and learn about the Rift Valley and how it is splitting Africa in to two. We learn about the Pacific Ring of Fire, study Iceland and how you can stand on two continental plates at the same time and visit the Galapagos Island, how some of the most unique wildlife on plant Earth.

Phase 4 Year 5&6	Year 5 Cycle A	The Ancient Greeks – is democracy a good thing?		Earth and Space	Early Islamic Civilisation, including Baghdad c. CE 900	The Victorians and The Industrial Revolution
	Overview	We question the health of democracy by studying its origins in this unit of work; knowledge we will use again in year 6. 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 based on primary and secondary resources of evidence left behind. We learn 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.		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 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 is a fascinating unit of work developed to broaden the children’s horizons and deliberately planned to go beyond the scope of the National Curriculum.	In this unit of work children are introduced to the idea that people from other civilisations have contributed to many ideas that still impact us today. We learn about some of the differences in ways of life between citizens of Baghdad and London around AD900. We make links between other cultures that contributed to the formation of theories that are still used in modern day Britain. We learn about personalities who undertook challenges on a huge scale and left behind fascinating legacies. We place a strong emphasis on investigating issues and solving valid historical questions recognising the nature of evidence on which our judgements and knowledge are based.	In year 1 we learnt about Isambard Kingdom Brunel, in year 2, 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 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.
	Year 6 Cycle B	Shackleton’s Exploration of Antarctica	20 th Century Conflict		Windrush	The human race
	Overview	We begin the final year of our primary career by studying 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 year 5 we learnt about the Industrial Revolution. 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 learn about the end of the war, Remembrance Day and the implications for Germany as a result of the Versailles Treaty in 1919. From the end of World War 1 to the beginning of World War 2 was a turbulent time for Europe. 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.		During this unit of work we learn about how Britain was rebuilt following the devastation of World War 2. We learn who the Windrush Generation were and how they played a significant part in the rebuilding of Britain. We learn about the discrimination lots of the Windrush Generation felt when they moved to Britain and how that legacy is felt today. We learn about Claudia Jones and how the Windrush Generation are being treated today. The challenging unit of work is deliberately planned to go above and beyond the scope of the KS2 National Curriculum.	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. We conclude our primary curriculum by learning about 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. We finish this unit of work by visiting three locations in London; the National Maritime Museum, The Natural History Museum and The Imperial War Museum. These visits allow us to draw our learning to a close.