



Mission Grove Curriculum: our long-term plan

Year One

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year one	<p>Topic focus: Local history: Walthamstow market</p> <p>History:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>significant historical events, people and places in their own locality.</p> <p>Geography:</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Science: Animals including humans</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Topic focus: Journeys – local geography</p> <p>Geography:</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds</p> <p>identify seasonal and daily weather patterns in the United Kingdom</p> <p>Science: Materials</p> <p>distinguish between an</p>	<p>Topic focus: Toys</p> <p>History:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Science: Materials</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Topic focus: Minibeasts</p> <p>Science: Animals including humans</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Science: Plants</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Geography:</p>	<p>Topic focus: Rainforests</p> <p>Geography:</p> <p>name and locate the world's seven continents and five oceans</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>History:</p> <p>changes within living</p>	<p>Topic focus: Under the Sea</p> <p>Science: Animals including humans</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Geography:</p> <p>name and locate the world's seven continents and five oceans</p> <p>use world maps, atlases and globes to identify the United Kingdom and its</p>

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	Sharing of food in religion	<p>object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p style="color: orange;"><i>Books and Stories, including the Christmas Story</i></p>		<p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>memory.</p> <p style="color: red;">Science: Plants</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>countries, as well as the countries, continents and oceans studied at this key stage</p> <p style="color: blue;">History:</p> <p>changes within living memory.</p>
Non-topic related content	Science: Seasons	Science: Seasons	Muslim beliefs	Jesus' friends and his teaching	Sikhism: Guru Nanak	Jewish beliefs about God
	<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p style="color: red;">Science: Seasons</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p style="color: red;">Science: Seasons</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p style="color: red;">Science: Seasons</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>

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Year Two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year two	<p>Topic focus: Great Fire of London</p> <p>History: events beyond living memory that are significant nationally or globally</p> <p>Geography: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and</p>	<p>Topic focus: Graeme Base</p> <p>Science: Living things and their habitats explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify and name a variety of plants in their habitats, including micro-habitats</p> <p>Geography use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, 	<p>Topic focus: Nocturnal animals</p> <p>Science: Animals notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Science: Living things and habitats identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify</p>	<p>Topic focus: Florence Nightingale</p> <p>History: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Science: Animals, including humans describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Geography use simple compass directions (North, South, East and West) and locational and directional</p>	<p>Topic focus: Australia</p> <p>Geography: name and locate the world's seven continents and five oceans</p> <p>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> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</p>	<p>Topic focus: Explorers</p> <p>Geography: name and locate the world's seven continents and five oceans</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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</p>

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	<p>routes on a map</p> <p>Science: Materials</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>house, office, port, harbour and shop</p>	<p>and name different sources of food.</p> <p>Geography</p> <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>right], to describe the location of features and routes on a map</p> <p>History:</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Science: Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>surrounding environment.</p> <p>Science: Animals, including humans</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>History:</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>
<p>Non-topic related content</p>	<p>Harvest festivals</p> <p>Science: Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Christmas</p> <p>Science: Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Buddhism, including Wesak</p> <p>Chinese New year</p> <p>Science: Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Places of worship</p> <p>Science: Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Prayer in Islam</p>	<p>Signs and symbols</p> <p>Science: Plants</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>

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Year Three

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Year three	<p>Topic focus: weather and climate</p> <p>Geography:</p> <p>locate the world's countries, concentrating on their environmental regions</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>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> <p>describe and understand key aspects of physical</p>	<p>Topic focus: Romans</p> <p>History:</p> <p>the Roman empire and its impact on Britain</p> <p>Science: Rocks</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p> <p>Geography:</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</p>	<p>Topic focus: The Human Body</p> <p>Science: Animals including humans/Food</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>To learn about the importance of nutrition.</p> <p>Research different food groups and how they keep us healthy and design meals based on what they find out.</p> <p>History:</p> <p>a study of an aspect or theme in British history</p>	<p>Topic focus: Forces and Magnets</p> <p>Science: Forces and magnets</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or</p>	<p>Topic focus: Stone Age to the Iron age</p> <p>History:</p> <p>changes in Britain from the Stone Age to the Iron Age.</p> <p>Science:</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Geography:</p> <p>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</p>	<p>Topic focus: London</p> <p>Geography:</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of physical geography, including rivers, human geography, including: types of settlement and land use, economic activity</p>

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	<p>geography, including: climate zones, biomes and vegetation belts and human geography, including: trade links, the distribution of natural resources including food</p> <p>Science: Light</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p> <p>The symbol of light, including Diwali and Hanukkah</p>	<p>mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>that extends pupils' chronological knowledge beyond 1066</p> <p>Geography:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>repel each other, depending on which poles are facing.</p> <p>History:</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Geography:</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>aspects have changed over time</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links,</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>including trade links</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p> <p>Science: Plants</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>History:</p> <p>a local history study</p>
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						Religion in London
Non-topic related content		The Five Pillars of Islam	Easter	Passover	Living as a Hindu	

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Year Four

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Year four	<p>Topic focus: Electricity</p> <p>Science: Electricity</p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Topic focus: Anglo Saxons</p> <p>History:</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>Science: Animals including humans</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>Geography:</p> <p>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</p>	<p>Topic focus: Sound</p> <p>Science: Sound</p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Topic focus: A study of a region of the UK (outside London)</p> <p>Geography:</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of physical geography and human geography</p> <p>Science: Living Things and</p>	<p>Topic focus: Ancient Egypt</p> <p>History:</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>Geography:</p> <p>locate the world’s countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Science: Living Things and Habitats</p> <p>recognise that living things can be grouped in a variety of ways</p>	<p>Topic focus: Brazil</p> <p>Geography:</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of a region within South America</p> <p>locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>describe and understand key aspects of human and physical geography, including rivers and the water cycle</p> <p>Science: States of matter</p> <p>compare and group materials together, according to whether they are solids, liquids or</p>

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	<p>Geography:</p> <p>describe and understand key aspects of human geography, including: the distribution of natural resources including energy</p>	<p>aspects have changed over time</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>		<p>Habitats</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Science: Animals including humans</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Water in religion</p>
Non-topic related content	The Buddha and Buddhist teaching	Who was Jesus: what Christians believe about him	Guru Granth Sahib	Ramadan and Eid	Prayer	

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Year Five

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year five	<p>Topic focus: Victorians: a local history study</p> <p>History:</p> <p>a local history study</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Science: Forces</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Geography:</p> <p>Identify human and physical characteristics, key topographical features and land-use patterns; and understand how some of</p>	<p>Topic focus: India</p> <p>Geography:</p> <p>locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>describe and understand key aspects of human and physical geography</p> <p>Science: Living things and their habitats</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p> <p>History:</p> <p>a non-European society that provides contrasts with British history</p> <p>Hinduism, to include the</p>	<p>Topic focus: The Vikings</p> <p>History:</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Science: Properties and changes of materials</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through</p>	<p>Topic focus: Earth and Space</p> <p>Science: Earth and Space</p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Science: Forces</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p>Topic focus: Ancient Greeks</p> <p>History:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Science: Properties and changes of materials</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes</p>	<p>Topic focus: Volcanoes and earthquakes (North America focus)</p> <p>Geography:</p> <p>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</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region within North America</p> <p>describe and understand key aspects of human and physical geography, including mountains, volcanoes and earthquakes</p>

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	these aspects have changed over time	festival of Holi	<p>filtering, sieving and evaporating</p> <p>Geography:</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>describe and understand key aspects of 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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Geography:</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>associated with burning and the action of acid on bicarbonate of soda.</p> <p>Geography:</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>describe and understand key aspects of 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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Science: Forces</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Science: Properties and changes of materials</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
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Bold and italics = additional to NC PoS



Mission Grove Curriculum: our long-term plan

Non-topic related content	Christians Around the World		The prophet Muhammad (pbuh)	Faith and Art	Sacred texts	Science: Animals including humans describe the changes as humans develop to old age. Sacred texts
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Year Six

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year six	<p>Topic focus: Mayan civilization c. AD 900</p> <p>History: a non-European society that provides contrasts with British history: Mayan civilization c. AD 900-1300.</p> <p>Science: Evolution and inheritance 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> <p>Geography:</p>	<p>Topic focus: World War II</p> <p>History: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Science: Electricity associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.</p> <p>Geography: name and locate counties</p>	<p>Topic focus: Friendship</p> <p>PSHCE: <i>Sex and relationships education</i> <i>Using the text 'There's a boy in the girls' bathroom'</i></p> <p>Science: Animals including humans identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Geography: understand geographical similarities and differences through the study of human and physical geography of a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Community and belonging</p> <p>SATs Preparation</p>	<p>Topic focus: Environmental Change</p> <p>Geography: understand geographical similarities and differences through the study of human and physical geography of, a region in a European country 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 describe and understand key aspects of physical and human geography, including the distribution of natural resources including minerals and water</p>	<p>Transition Unit: Freedom</p> <p>Drama: link to end of year production</p> <p>Science: Light recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Geography: use maps, atlases, globes</p>

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	<p>understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Judaism</p>		<p>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> <p>Science: Living things and their habitats</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>and digital/computer mapping to locate countries and describe features studied</p> <p>☑ 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</p> <p>Rites of passage</p>
Non-topic related content	Pilgrimages			Islam: the Ummah	

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