



**Class Books**

- Y1: *Vlad and the Great Fire of London*
- Y2: *The Baker's Boy and the Great Fire of London*
- Y3: *Stone Age Boy*
- Y4: *Stig of the Dump*
- Y5: *Viking Boy*
- Y6: *Odd and the Frost Giants*

*Soaring Skies*  
**Federation**

**This is Britain**  
*Exploring our country*

**Experiences:**

- Museum of London
- British Museum



**Curriculum Drivers:**  
**History, Geography, Art**

National Curriculum Content						
	History		Geography		Art	
<b>Key Stage 1</b>	the lives of significant individuals in the past who have contributed to national and international achievements.	events beyond living memory that are significant nationally or globally	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  use world maps, atlases and globes to identify the United Kingdom and its countries.		Use drawing and painting to develop and share ideas, experiences and imagination. (including the use of sketchbooks)	
<b>Lower Key Stage 2</b>	changes in Britain from the Stone Age to the Iron Age	the Roman Empire and its impact on Britain	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics		Improve mastery of art and design techniques, including drawing.	Use sketch books to record their observations and use them to review and revisit ideas
			locate the world's countries, using maps to focus on Europe (including the location of Russia)			
			understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country			
<b>Upper Key Stage 2</b>	Britain's settlement by Anglo-Saxons and Scots	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	name and locate counties and cities of the United Kingdom, geographical regions and key topographical features (including hills, mountains, coasts and rivers)		Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	Use sketch books to record their observations and use them to review and revisit ideas
			locate the world's countries, using maps to focus on Europe (including the location of Russia)			
			understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country			

**Vision**

Children will learn about the formation and history of the country that they call home. They will be introduced to how the UK has been influenced by many different cultures creating the diverse nation we know today, as well as some significant individuals and formative events in its history. Additionally, children will learn about the four countries of the United Kingdom and make comparisons with some of our European neighbours.

**Values**

**Mental Health and Wellbeing is the whole school focus for Autumn term.**

**Science**

- Y1:** Seasonal Changes & Everyday Materials
- Y2:** Humans – Exercise and Diet
- Y3:** Skeletons and Nutrition
- Y4:** Human Digestion & Sound
- Y5:** Earth and Space & Forces
- Y6:** Heart, Exercise, Nutrition

## Science Year 1

**Seasonal Changes:** observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.

**Everyday Materials:** distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, inc. wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials; compare and group together a variety of everyday materials on the basis of their simple physical properties.

## Science Year 2

**Humans – Exercise & Diet:** notice that animals, including humans, have offspring which grow into adults; find out about and describe the basic needs of animals, including humans, for survival (water, food and air); describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## History

- How do we know about our past?
- Who was Queen Elizabeth I and what like in Tudor England?
- Who was Queen Victoria and what was life like in Victorian England?
- Who is Queen Elizabeth II and how have people celebrated her achievements?
- Why is the Battle of Hastings important to Britain's history?
- What happened in the Great Fire of London and why did it burn so many houses down?
- What is Remembrance Day?
- What happened during the Christmas Truce?

## This is Britain Exploring our country Key Stage One

### Creativity

#### Art, Design Technology & Music

- **Art:** Portraits – drawing, painting and collage; Artist study of Julian Opie.
- **Design & Technology:** Textiles – Bayeux Tapestry. Research on famous designers and inventors and ground-breaking products.
- **Music:** Zadok the Priest by Handel; Finlandia by Sibelius. Singing: Flower of Scotland; Heno Heno; God Save the Queen; London's Burning.

## Writing

### Year 1

- Writing to Inform: Write labels and sentences for an in-class exhibition
- Writing to Recount: Life of Queen Victoria
- Writing to Entertain: King or Queen for the day.
- Writing to Recount: The Battle of Hastings
- Writing to Entertain: Setting description of Great Fire of London
- Writing to Inform: Report on Remembrance Day

### Year 2

- Writing to Inform: Fact file on Elizabeth I
- Writing to Recount: Day in the life of Queen Victoria as child
- Writing to Entertain: King or Queen for the day.
- Writing to Recount: The Battle of Hastings, writing in role
- Writing to Entertain: Setting description of Great Fire of London
- Writing to Inform: Report on Remembrance Day

## Geography

- To understand that the United Kingdom is a union of four countries.
- To recognise England, Scotland, Wales and Northern Ireland as countries in the United Kingdom.

## Values RE & PSHE

Pupils will learn:

- To recognise and describe different feelings in themselves and others
- That feelings change and that not everyone experiences the same feeling in the same situation
- About 'big' feelings and how to manage them

**For RE we will continue to use the Hackney Agreed Syllabus**

## Computing



### Studio Code Course B

- Understand what algorithms are and how they are implemented as programs

**Unplugged alternative:**

[Binary Numbers](#)

### Science Year 3

**Skeletons and Nutrition:** 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Science Year 4

**Human Digestion:** describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions.

**Sound:** 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; find patterns between the volume of a sound and the strength of the vibrations that produced it

### History

- How do we know about our prehistoric past?
- What was Skara Brae?
- Why are there so many mysteries about Stonehenge?
- What was life like in an Iron Age hill fort?
- Why was the Roman army so important to the Roman Empire?
- How did Britain become part of the Roman Empire?
- Who was Boudica?
- What did the Romans do for us?

### Geography

- Name and locate the regions, counties and major cities of the four countries in the United Kingdom.
- To compare and contrast human and physical features of the UK with Italy.

## This is Britain

### Exploring our country

### Lower Key Stage Two

### Creativity

#### Art, Design Technology & Music

- **Art:** Cave drawings – drawing and sculpture; Artist study of Andy Goldworthy.
- **Design & Technology:** Textiles – design and make a Roman purse and sandal. Research on famous designers and inventors and ground-breaking products
- **Music:** Abdelazer – Rondeau (Henry Purcell); 'Habanera' and 'Toreador Song' from 'Carmen Suite No. 2' (Georges Bizet); Singing: Living in the New Stone Age; Just like a Roman; God Save the Queen

### Values

#### RE & PSHCE

Pupils will learn:

- About the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good
- About ways of expressing feelings and emotions and why this is important
- About managing feelings and emotions in different situations
- About getting help, advice and support with feelings and emotions

**For RE we will continue to use the Hackney Agreed Syllabus**

### Writing

- Writing to Entertain: Narrative set in Skara Brae
- Writing to Inform: Non-chronological report on Stonehenge
- Writing to Recount: Diary entry detailing Iron Age life
- Writing to Persuade: Letter to convince the army that they have the skills and qualities required.
- Writing to Discuss: Writing as a Celt, should they fight back against the Romans.
- Writing to Recount: Newspaper report on story of Boudica
- Spoken English What did the Romans do for us? Presentation accompanied by poster / PPT

### Computing



#### Studio Code Course C

- Design, write and debug programs

Unplugged alternative:

[Searching algorithms](#)

## Science Year 5

**Earth and Space:** describe the movement of the Earth, and other planets, relative to the Sun in the solar system; describe the movement of the Moon relative to the Earth; describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

**Forces:** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

## Science Year 6

**Heart, Exercise & Nutrition:** 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.

## History

- How do we know about the Anglo Saxons and Vikings?
- Who were the Anglo Saxons and why did they want to come to Britain?
- What can we learn from Sutton Hoo?
- How did people's lives change when Christianity came to Britain?
- Why did the Vikings bother to come to Britain?
- How pleasant was Viking life?
- Does Alfred deserve to be called the 'Great'?
- 'The Vikings were just brutal savages who did no good'. Is this your opinion?

## Geography

- Name and locate the regions, counties and major cities of the four countries in the United Kingdom.
- To compare and contrast human and physical features of the UK with Iceland.

## This is Britain Exploring our country Upper Key Stage Two

### Creativity

#### Art, Design Technology & Music

- **Art:** Brooch, illuminated letter, 3D dragon eye – drawing and sculpture; Artist study of illustration from Beowulf.
- **Design & Technology:** Structures – Design and make a Viking long boat. Research on famous designers and inventors and ground-breaking products.
- **Music:** 'Enigma' Variations – Theme ('Enigma'), variations 11, 6 & 7 (Edward Elgar) Overture (Grazyna Bacewicz) ; Singing: Who you gonna call? Viking words; God Save the Queen

### Values RE & PSHCE

Pupils will learn:

- About mental health; what it means and how we can take care of it
- About how feelings and emotions are affected and can be managed at changing, challenging or difficult times
- About the feelings and common anxieties pupils might face during transitions
- Ways of managing these feelings

**For RE we will continue to use the Hackney Agreed Syllabus**

## Writing

- Writing to Entertain: Narrative on an Anglo Saxon's journey to and first impressions of Britain
- Writing to Inform: Non-chronological report on Sutton Hoo
- Writing to Recount: Biography of St Augustine
- Writing to Persuade: Speech to persuade fellow Vikings to invade Britain.
- Writing to Recount: Diary entry of day in the life of a Viking
- Writing to Discuss: Was Alfred a good king?
- Spoken English: 'The Vikings were just brutal savages who did no good'. Is this your opinion? Presentation accompanied by poster / PPT

## Computing



### Studio Code Course D

- Use sequence, selection and repetition in programs

Unplugged alternative:

[Sorting networks](#)