LOWER Key Stage 2 Curriculum Overview EVEN/ODD

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Science	Plants Functions of Parts of a Plant	Animals including humans Teeth, Eating and Digestion	Light Light, Reflection and Shadows	Forces and Magnets	Materials Properties Changes – States of Matter	Materials Properties Changes – States of Matter
History	<u>Migration</u> <u>Roman Empire</u> The Roman Empire and its impact on Britain. <u>Substantive (First Order) Concept:</u> Migration <u>Disciplinary (Second Order) Concept:</u> Consequence <u>Enquiry Question:</u> What effects did the Roman Empire have on Britain?		<u>Justice/Equality</u> See possible link to Computing – Podcasting. <u>Crime and punishment in Lancashire</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <u>Substantive (First Order) Concept:</u> Justice/Equality <u>Disciplinary (Second Order) Concept:</u> Change and continuity <u>Enquiry Question:</u> What do we mean by crime and punishment and how has it changed over time?		<u>Civilisations</u> See possible link to Computing –AR Museum. <u>Lancashire Cotton Industry</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>Substantive (First Order) Concept:</u> Civilisations <u>Disciplinary (Second Order) Concept:</u> Historical significance <u>Enquiry Question:</u> How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond?	
Geography	<u>Climate zones</u> <u>Substantive</u> -Identify the different lines of latitude and explain how latitude is linked to climate. -Locate different climate zones (dry, tropical, polar, temperate and continental) and explore the differences between the Northern and Southern Hemispheres. -Compare temperate and tropical climates. -Identify the characteristics of each climate zone. <u>Disciplinary</u> -Use a wider range of maps, atlases, and globes to locate the northern and southern hemispheres. -Ask searching question e.g. How are different climate zones characterised? -Describe geographical patterns. -Communicate geographical information through a range of methods such as maps, graphs and presentations. -Use multi-media software to explain geographical features. <u>Enquiry Question</u> Why does a place's location in the world affect its climate?		<u>North America</u> <u>Substantive</u> -Locate North America on a world map and explore the landscape. -Identify countries within North America and states within the USA. -Explore the physical geography of the Rockies. -Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area. -Compare the landscapes of different US states. -Compare New York State, New York City and where I live. <u>Disciplinary</u> - Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Describe and understand key aspects of physical geography of North America, including climate zones, rivers, surrounding oceans and mountains. - Describe and understand key aspects of: human geography in North America, including types of settlement and land use. - Express an opinion and personal views about particular likes and dislikes of specific geographical features. <u>Enquiry Question</u> Where is North America and what is it like?		<u>Local Area – Crawshawbooth</u> *The physical and human features of our local area* <u>Substantive</u> -Locating Europe, England, Lancashire and Crawshawbooth on an aerial map. -Human (rivers, mountains, climate zones) and physical features (types of settlement, land use) in England/Lancashire and Crawshawbooth. -Exploring how the local area has changed. -Explore how the local area could change in the future and the impact of this. <u>Disciplinary</u> -Use maps at more than one scale. -Use simple route maps for Crawshawbooth to follow on a local walk. -Link features on maps to photos and aerial views. -Use four compass points. -Make links between features observed in the environment to those on maps and aerial photos. -Observe, record the human and physical features in Crawshawbooth. -Identify and describe geographical features, processes (changes) and patterns. -Communicate geographical information through a range of methods e.g. photos and maps. -Express opinions and personal views about what they like and don't like about specific geographical features and situations. <u>Enquiry question</u> How has our local area changed over time?	
Computing	Y3 Connecting Computers	Y4 The Internet	Y3 Stop Frame Animation	Y4 Audio Editing	Y3 Sequencing Sounds	Y4 Repetition in Shapes
RE	<u>Hindu Dharma</u> What might a Hindu learn from celebrating Diwali? Vishnu, Rama and Sita, Diwali	<u>Christianity (God)</u> How and why might Christians use the Bible? The Bible Christian life guided by teachings, wisdom and authority.	<u>Sikhism</u> How do Sikhs express their beliefs and values? The 5 Ks, Equality, The Gurdwara	<u>Christianity (Jesus)</u> Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice	<u>Islam</u> Why do Muslims fast during Ramadan? The Five Pillars of Islam Ramadan	<u>Christianity (Church)</u> What does "love your neighbour" really mean? Parables Love for all
Art	Main Focus: Collage Artist: Sorus of Pergamon (150-100BCE) Outcome: To design and create an ancient Roman mosaic.		Main Focus: Drawing and Printing Artefacts: Native American totem poles Outcome: To design and create a piece of Indigenous American art using printing techniques.		Main Focus: Digital Media Artist: Howard Pullar Outcome: Digital painting of a Lancashire cotton mill inspired by artist, Howard Pullar.	
PE	Fundamentals Y3/4 Fitness Dance Football		Gymnastics Basketball Rugby Dodgeball		Tennis Cricket OAA Athletics Swimming – Year 3	
DT	<u>Textiles</u> Cross stitch and applique Fastenings		<u>Food</u> Eating seasonally Adapting a recipe		<u>Digital world</u> Microbits – Computing (see Mr P Y4 Programming Microbits) Summer 2	
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe (incl 'Online Reputation' from NOS)	Rights and Respect	Being My Best	Growing and Changing
Music	Ukulele	Ukulele		Composing and Improvising	Use of Voice and Performing	Composing and Improvising

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			Use of Voice and Performing			
MFL	Phonics 1 and 2	Instruments	Seasons	Vegetables	Ice-creams	Presenting Myself