

## Meadow Class: Four Year Cycle

		Year 1 2018 2019	Year 2 2019 2020	Year 3 2020 2021	Year 4 2021 2022
Humanities	Autumn 1	<b>Stone Age Iron Age</b> Changes in Britain from the Stone Age to the Iron Age (See NC for possible focus area)	<b>Ancient Egyptians</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.	<b>Anglo Saxons, Scots, Vikings</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 (See NC for possible focus) A Local History study?	<b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world
	Autumn 2	<b>WW1 Anniversary</b> (Block following half-term)	<b>Physical geography</b> , including: climate zones, biomes and vegetation belts, <b>rivers</b> , mountains, volcanoes and earthquakes, and the <b>water cycle</b> <b>Human geography</b> , including: <b>types of settlement and land use</b> , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		
	Spring 3 & 4	<b>Islamic Civilisation</b> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 Links: Oil, (natural resources)	<b>Romans</b> The Roman Empire and its impact on Britain (See NC for possible focus) Link to Roman Art, Architecture or Literature.	A study of an <b>aspect or theme</b> in British history that extends pupils' chronological knowledge beyond 1066 (See NC for examples, including Leisure, Crime, Transport (first railways), a Monarch, e.g. Victoria.)	<b>WW2</b> A local history study in living memory.

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Humanities	Summer 5 & 6	<p><b>North America</b> 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. (Links: Mountains, climate zones) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a <b>region within North or South America</b> <b>Physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>Human geography</b>, including: types of settlement and land <b>use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p><b>VE Day:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>?? Country to be chosen:</b> <b>Environmental link. Pollution, recycling, deforestation, water shortage, climate change, plastics use, endangered animals. Renewable energy.</b> Locate the <b>world's countries</b>, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their <b>environmental regions</b>, key physical and human characteristics, countries, and major cities. (<b>Links:</b> Mountains, climate zones). Needs to be revisited.</p>	<p><b>Europe – region</b> Locate the world's countries, using maps to focus on <b>Europe (including the location of Russia)</b> 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 of the United Kingdom, a <b>region in a European country</b>, and a region within North or South America <b>Volcanos and Earthquakes</b> <b>Physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes and earthquakes</b>, and the <b>water cycle</b> <b>Human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of <b>natural resources</b> including energy, food, minerals and water.</p>	<p><b>UK Study</b> Understand geographical similarities and differences through the study of human and physical geography of a <b>region of the United Kingdom</b>, a region in a European country, and a region within North or South America</p> <p><b>Map work</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and land-use patterns; and understand how some of these aspects have changed over time.</p>
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<p><b>Science</b></p>	<p><b>Autumn 1</b></p>	<p><b>Rocks (Fossils):</b> (Yr 3) Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><b>Evolution and Inheritance:</b> (Yr 6) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p><b>Evolution and Inheritance:</b> (Yr 6) 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><b>Forces and Magnets:</b> (Yr 3), Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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 two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Forces:</b> (Yr 5)</p> <p><b>Overview of each of Forces.</b> 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.</p>	<p><b>Light:</b> (Yr 3) Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p> <p><b>Light:</b> (Yr 6) 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.</p> <p>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><b>Forces and Magnets:</b> (Yr 3), Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. 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 two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Forces:</b> (Yr 5) 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.</p>
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<b>Science</b>	<b>Autumn 2</b>	<p><b>Light:</b> (Yr 3) Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p> <p><b>Light:</b> (Yr 6) 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><b>Link Forces to context of Ancient Egypt and River Nile.</b></p>	<p><b>Plants:</b> (Yr 3) Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 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 Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Living Things and their Habitats:</b> (Yr 5) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <i>Link to plants and animals in other geographical regions.</i></p>	<p><b>Rocks:</b> (Yr 3) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Recognise that soils are made from rocks and organic matter.</p>
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<p><b>Science</b></p> <p><b>Spring 3</b></p>	<p><b>Sound:</b> (Yr 4). 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. Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>States of matter:</b> (Yr 4) Compare and group materials together, according to whether they are solids, liquids or gases. 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Properties and Changes of Materials</b> (Yr 5) 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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>	<p><b>Animals, including Humans:</b> (Yr 4) Describe the simple functions of the basic parts of the digestive system in humans.</p> <p><b>Animals, including humans:</b> (Yr 3) 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. (To include food groups.) <i>PSHE link.</i></p> <p><b>Animals, including Humans.</b> (Yr 5) Describe the changes as humans develop to old age.</p> <p><b>Animals, including Humans:</b> (Yr 6) recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p><b>Animals, including humans:</b> (Yr 3) Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Animals, including Humans:</b> (Yr 4) Identify the different types of teeth in humans and their simple functions.</p> <p><b>Animals, including Humans:</b> (Yr 6) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.</p>
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Science	Spring 4	Sound as above.	Materials as above	<p><b>Earth and Space:</b> (Yr 5) <i>Whole term.</i> 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.</p>	<p><b>States of matter:</b> (Yr 4) Compare and group materials together, according to whether they are solids, liquids or gases. 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Properties and Changes of Materials</b> (Yr 5) 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. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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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<b>Science</b>	<b>Summer 5</b>	<p><b>Plants:</b> (Yr 3) Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Living Things and their Habitats:</b> (Yr 5) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. <i>NB Link to plants and animals in other geographical regions.</i></p>	<p><b>Electricity:</b> (Yr 4) Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Electricity:</b> (Yr 6) 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><b>Living Things and their Habitats:</b> (Yr 4) Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Electricity:</b> (Yr 4) Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Electricity:</b> (Yr 6) 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>
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<b>Science</b>	<b>Summer 6</b>	<p><b>Animals, including Humans:</b> (Yr 4) Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Living Things and their Habitats:</b> (Yr 4) Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <i>To include plants.</i></p> <p><b>Living Things and their Habitats:</b> (Yr 6) 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. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Animals, including Humans:</b>(Yr 4) Identify the different types of teeth in humans and their simple functions.</p> <p><b>Animals, including humans:</b>(Yr 3) Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Animals, including Humans:</b> (Yr 6) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.</p>		
		<b>Scientists and Inventors</b> – see NC for suggestions to suit topic.	<b>Scientists and Inventors</b> – see NC for suggestions to suit topic.	<b>Scientists and Inventors</b> - see NC for suggestions to suit topic.	<b>Scientists and Inventors</b> – see NC for suggestions to suit topic.