Broadwater Down Primary School

Whole School Topic Overview

Year 1 Butterfly Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	**The Enchanted Forest** Geographical focus- the geography of the school, its grounds and the surrounding environment Designing a bird feeder	**Jungle book** Geographical focus - compass directions, the location of hot and cold areas of the World in relation to the equator Textiles- sewing skills Puppet making	**Ice Worlds** Geographical focus- Similarities and differences between hot and cold countries Digital media	**Come Fly with me** Historical focus- History of flight and aeroplanes Sliders and Levers Moving pictures	**Another Day at the Wells!** Historical focus – Royal Tunbridge Wells Rubbings in the local environment Patterns based on Tunbridge ware	**A Knight's Tale** Historical focus- Castles Cooking - Smoothies Observational drawings of vegetables used
Science	**Animals including Humans** Identifying, naming and comparing the structure of a variety of common animals. Classifying carnivores, herbivores and omnivores. Identifying, naming and comparing the structure of less common animals.	**Animals including Humans** Identifying, naming and comparing the structure of less common animals.	**Materials** Distinguishing between an object and the material from which it is made. Identifying, naming and describing the properties of everyday materials.	**Plants** Identifying and naming a variety of common wild and garden plants. Identifying and describing the basic structure of a variety of common flowering plants, including trees.	**Seasonal Changes** Observing changes across the 4 seasons (on-going unit) **Light and Dark** Light sources. Night time. Understanding that light cannot pass through some materials and that is how shadows are created.	**Everyday Materials** Comparing and grouping together a variety of everyday materials on the basis of their simple physical properties.

Year 2 Woodpecker Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	**Out of Africa** Geographical focus- Similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area of Africa Designing and producing African masks	**Eye on London** Events beyond living memory that are significant nationally or globally – The Great Fire of London/The Plague Designing and making a London Bridge	**All Aboard!** Historical focus- The lives of significant individuals in the past - Brunel and George Stephenson Designing and making a moving vehicle with wheels	**Around the World in 80 Days** Geographical focus- The world's seven continents and five oceans. Seasonal and daily weather patterns. Using world maps, atlases and globes Art work focused on country of choice Collage	**The Secret Garden** Geographical focus Our local area Designing and producing a clay plant pot 3D sculpture	**Ready, Steady, Go!** The lives of significant individuals in the past - Florence Nightingale, Mary Seacole, Edith Cavell Line drawings of moving people
Science	**All Living Things and their Habitats** Exploring and comparing the differences between things that are living, dead, and things that have never been alive. Identifying that most living things live in habitats to which they are suited. Identifying and naming a variety of plants and animals in their habitats, including microhabitats.	**Uses of Everyday Materials** Identifying and comparing the suitability of a variety of everyday materials for particular uses.	**Uses of Everyday Materials** Finding out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**All Living Things and their Habitats** Describing how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	**Plants** Observing and describing how seeds and bulbs grow into mature plants. Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy.	**Animals including Humans** Noticing that animals, including humans, have offspring which grow into adults. Finding out about and describing the basic needs of animals. Describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Identifying, naming, drawing and labeling the basic parts of the human body.

Year 3 Hedgehog Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	**Let's Rock** Historical focus- Stone age to The Iron age. Late Neolithic hunter gatherers Art work using natural resources and colours	**America** Geographical focus- To recognise key physical and human features of countries and cities Designing and building houses focusing on strengthening and reinforcing complex structures	**Meet the Greeks** Historical focus- Ancient Greece A study of Greek achievements and their influence on the western world Designing and creating Greek urns	**Here Come The Vikings!** Historical focus- The Viking and Anglo Saxon Struggle for the kingdom of England to the time of Edward the Confessor Designing and making Viking bags/ other textiles	**From Field to Feast** Geographical focus - Farms and factories Preparing and cooking a variety of dishes using seasonal produce	**Bella Italia!** Geographical focus- Locating the world's countries using maps, concentrating on the environmental regions and major cities Preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques
Science	**Rocks and Soils** Comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties. Describing in simple terms how fossils are formed when things that have lived are trapped within rock. Recognising that soils are made from rocks and organic matter.	**Forces and Magnets** Noticing that some forces need contact between two objects, but magnetic forces can act at a distance. Comparing and grouping together a variety of everyday materials on the basis of whether they are attracted to a magnet. Describing magnets as having two poles.	**Light** Recognising that we need light in order to see things and that dark is the absence of light. Noticing that light is reflected from surfaces. Recognising that light from the sun can be dangerous and that there are ways to protect our eyes. Recognising that shadows are formed when the light from a light source is blocked by a solid object.	**Working Scientifically** Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations. Gathering, recording, classifying and presenting data to help in answering questions.	**Animals including Humans** Identifying 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 Identifying that humans and some other animals have skeletons and muscles for support, protection and movement.	**Plants** Identifying and describing the functions of different parts of flowering plants. Exploring the requirements of plants for life and growth and how they vary from plant to plant. Investigating the way in which water is transported within plants. Exploring the part that flowers play in the life cycle of flowering plants.

Year 4 Fox Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	**Wild Weather** Geographical focus - Identifying geographical regions of the UK and their human, physical and key topographical features Looking at the work of great artists through time	**Incredible Egyptians** Historical focus - The achievement of the earliest civilisations Investigating and making pulleys	**Carnival** Geographical focus - Geographical similarities and differences between a region of the UK and a region of South America Designing and producing 'carnival' themed structures	**Roaming Romans** Historical focus- Develop understanding of chronology and use a range of sources to find out about a period in history. Designing and producing clay mosaics	**Broadwater and Beyond** Geographical focus - Using fieldwork to observe, measure, record and present the human and physical features in the local area Observational drawings of the local area	**Marvellous Medicine** Historical focus - A significant turning point in British history Computing- Control
Science	**Sound** Identifying how sounds are made, associating some of them with something vibrating. Recognising that vibrations from sounds travel through a medium to the ear. Finding patterns between the pitch of a sound and features of the object that produced it. Finding patterns between the volume of a sound and the strength of the vibrations that produced it.	**States of Matter** Comparing and grouping materials together, according to whether they are solids, liquids or gases. Observing that some materials change state when they are heated or cooled. Identifying the part played by evaporation and condensation in the water cycle and associating the rate of evaporation with temperature.	**Animals including Humans** 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 Construct and interpret a variety of food chains, identifying producers, predators and prey.	**Electricity** Identifying common appliances that run on electricity. Constructing a simple series electrical circuit. Identifying 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. Recognising that a switch opens and closes a circuit. Recognising some common conductors and I nsulators.	**Scientific Enquiry** Asking relevant questions and setting up simple practical enquiries. Making predictions and planning a fair test. Making systematic and careful observations taking accurate measurements using standard units, using a range of equipment. Presenting data in a variety of ways to help in answering questions Using results to draw simple conclusions.	**Living Things and their Habitats** Recognising that living things can be grouped in a variety of ways. Exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognising that environments can change and that this can sometimes pose dangers to living things.

Year 5 Badger Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	**Mayan Madness** A non-European society that provides contrasts with British History. Sculptures	**Amazing Asia** Geographical focus - Geographical similarities and differences between a region of the UK and a region of Asia Batik (a technique of manual wax resist dyeing)	**WWII** Historical focus Designing and making Anderson shelters	**Water Worlds** Geographical focus - Understanding key aspects of the water cycle and rivers. Locating the world's major rivers Painting Landscapes/ seascapes	**Smashing Saxons and Scary Scots** Historical focus Ink illustrations linked to Literacy work	**Mind the Gap** Geographical focus-London and other UK Cities. Develop mapping skills Collage
Science	**Properties and Changes of Materials** Comparing and grouping together everyday materials. Knowing that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Deciding how mixtures might be separated. Giving reasons, for the particular uses of everyday materials. Demonstrating that dissolving, mixing and changes of state are reversible changes.	**Forces** Explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identifying the effects of air resistance, water resistance and friction, that act between moving surfaces.	**Forces** (Continuation of last term's topic) Recognising that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	**Earth and Space** Describing the movement of the Earth, and other planets, relative to the Sun in the solar system Describing the movement of the Moon relative to the Earth Describing 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. Reporting and presenting findings from enquiries.	**Animals including Humans** Describing the changes as humans develop to old age. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	**All Living Things** Describing 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. Giving reasons for classifying plants and animals based on specific c characteristics.

Year 6 Owl Class	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	**A Right Royal Rumpus** The Changing Power of Monarchs Drawing and artist study—producing portraits	**Disaster** Geographical focus- Earthquakes and volcanoes Structures	**Crime and Punishment** Historical focus- Changes in an aspect of social history from the Anglo-Saxons to the present. Food - Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques.	**Vive La France** Geographical focus- To understand the geographical similarities and differences through a study of the human and physical geography of regions of the UK and regions of France. Electrical and mechanical systems	**Love where you Live** Historical focus- A local history study Photography linked to the local area.	**Lights, Camera, Action!** USA area study – Hollywood and LA Textiles
Science	**Light** 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 why shadows have the same shape as the objects that cast them. Plan different types of scientific enquiries to answer questions. Record data and results of increasing complexity.	**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. Reporting and presenting findings.	**Electricity** Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Using recognised symbols when representing a simple circuit in a diagram.	**Working Scientifically** Planning different types of scientific enquiries to answer questions. Taking measurements, using a range of scientific equipment. Recording data and results of increasing complexity. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries.	**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 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Identify scientific evidence that has been used to support or refute ideas or arguments.	**Living Things and their Habitats** 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. Recording data and results of increasing complexity.