

Stanstead Whole School Curriculum LTP KS2

	Y3 Autumn	Y4 Autumn	Y5 Autumn	Y6 Autumn	Y3 Spring	Y4 Spring	Y5 Spring	Y6 Spring	Y3 Summer	Y4 Summer	Y5 Summer	Y6 Summer
<b>Enquiry question</b>	Can we make the impossible possible?	Do all roads have a purpose?	How can perspectives influence us?	Is conflict ever justified?	What lies beneath?	How much do we really know about the UK?	How diverse is our world?	Do borders keep us safe?	Are we stronger together?	Would you survive or thrive?	Do we own our choices?	How can you make a legacy last a lifetime?
<b>Enquiry driver</b>	History				Geography				Arts			
<b>Enquiry enhancers</b>	D&T	Art and D&T	Art	D&T	Art	Music	Art and D&T	D&T	History	History	Geography	History
<b>Discrete subjects</b>	Science Music PE PHSE RE MFL Computing	Science Music PE PHSE RE MFL Computing	Music PE PHSE RE MFL Computing? D&T?	MFL, PE, Science, Music, R.E., PHSE, computing	MFL, PE, Science, Music, R.E., PHSE, computing	MFL, Art, D&T, Science, Music, R.E., PHSE, computing	MFL, D&T, PE, Science, Music, R.E., PHSE, computing	MFL, Art, PE, Science, Music, R.E., PHSE, computing	MFL, D&T, PE, Science, Music, R.E., PHSE, computing	MFL, D&T, PE, Science, Music, R.E., PHSE, computing	MFL, D&T, PE, Science, Music, R.E., PHSE, computing	MFL, D&T, PE, Science, Music, R.E., PHSE, computing
<b>Rationale for enquiry (LEAD)</b>	Raising awareness of being open to change and higher aspirations and that they can be problem solvers in their own lives too.	Don't always recognise that one thing leads to another and that actions have consequences we want them to understand small steps lead to great gains.	Don't always see things from other points of view and not always equipped with how to resolve situations teach them how they have done this in the past.	Passionate about right and wrong but sometimes lack perspective, Lack of confidence; we want to empower them to make a change.	Many don't leave the local area so it's important to "bring the world to them" through a relevant channel – Winter Olympics/Paralympics.	Due to lack of experiences and opportunities beyond the local area, many do not know the safety considerations that need to be taken when exploring nature such as rivers and mountains.	Throughout the curriculum, children will learn about diversity in terms of the 9 protected characteristics, this enquiry will look at this across America as well as the diverse animal kingdoms across different biomes to ensure children consider the diverse world beyond humans.	Throughout their time at our school they will have learned about many countries around the World, this is an opportunity to introduce them to countries with human and physical differences as well as the plight of a refugee.	Sometimes children don't always recognise the power of teamwork and what it means to work as part of a team so this enquiry, through the lens of the Ancient Greeks and what they achieved will be the focus. They will also learn about the origins of the Olympics to build on what they learned in the Spring term.	To build on what children learned in Spring about survival and safety in terms of rivers and mountains, they will now learn about how to keep their bodies healthy and what they did in Ancient Egyptian times in order to get what the needed/wanted.	To build on what children learned about animals and natural environments in the Spring, they will now learn about the human impact on these places including climate change because some children don't understand their role in the 'bigger picture'.	Some children can feel they are 'just children' and we would like them to learn that they all have the ability to leave a positive legacy both at school and in the future on the wider community
<b>Concepts to be developed</b>	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology	Worth Community Sustainability Movement Cause and effect Chronology
<b>Key content choices (e.g. significant places or events (A, D))</b>  <i>For significant people see separate document</i>	Stone Age, Iron Age, Bronze Age Skara Brae	Romans	Anglo Saxons and Vikings	WW1/WW2 <b>London, Nottingham</b> Portsmouth, Liverpool, Hull, Birmingham, Manchester, Coventry, France, Italy, Germany, Japan, America, UK, Poland, The Netherlands Caribbean (locational knowledge)	<b>Italy (Country in Europe)</b> Countries in Europe: Austria Czech Republic (formerly Czechoslovakia) Finland France Great Britain Hungary Italy Macedonia (Formely Yugoslavia) Norway Sweden	<b>Nottingham, Sheffield, Derby (local)</b> Liverpool, Cardiff, Edinburgh, Belfast (coasts) Birmingham, Manchester (inland cities) <b>Nottinghamshire (local)</b> <b>North Yorkshire (largest county)</b> <b>Cumbria (vast physical features)</b>	North and south American countries: USA Canada (largest in North America) Jamaica Haiti Brazil (largest in South America) Cuba Mexico Ecuador (locational) <b>Compare UK with Brazil (Amazon rainforest)</b>	<b>Afghanistan</b> Poland India Syria Germany  <b>China and India (contrasting socio-economic countries)</b> Trade links including Fair trade (chocolate, coffee and bananas)	Ancient Greece	Ancient Egypt	Climate change across the world using the 32 small states of the Commonwealth as points of reference with a focus on <b>Tonga, Mauritius and Zambia</b>	<b>Central America: Mexico (Ancient Mayan Civilisation)</b>

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<b>Hook (E)</b>	Hook day covering jewellery, tools, cave art, Could introduce YAC at this point	Roman soldier training	Make shields, re-enact invasion and make Anglo saxon village	Someone from different Armed forces charities to come in and set the scene for their final outcome. Several re- enactments throughout.	Use the hall to create an aeroplane, children go to “the airport, through security, passport control etc then board the plane and experience safety talk, trolley service etc then using props and large screen “visit” the countries in Europe listed above.	Use ‘The River Song’ book as a stimulus to discuss journey’s river takes including the mountains and what they would need to pack in their backpack to survive. Second half term - Explain to the children that they are going to do a trip around the UK. Provide the children with a map and the trainline app and see if they can plan their route to visit as many of the places as possible. Use an agreed class journey so that for the first half term each lesson begins with a train ride to a different place before they learn about it.	Use the book ‘Lots The diversity of life on Earth’ as a stimulus to introduce children to the idea that certain animals live in biomes across the World. Go on a hunt around the outside of school where each area has been split in to a different biomes and children complete treasure hunt questions to learn about these animals. Including those now extinct. Second half term when focusing on the rainforest in Brazil – children enjoy a themed day linked with the Yanomami tribe and their culture.	Someone from Nottingham Together in to talk about their experiences of working with immigrants and the plight of refugees globally but also in terms of Nottingham and surrounding areas.	Themed day – children come dressed up, staff in role as key Gods/Godesses and tell animated stories about their lives, try Greek food and exposed to Greek myths in various media forms.	Children turn up to school one day to a playground set up as an archaeological dig. Year 4 have to use what they’ve learned about archaeology (began in Year 3 Autumn) and see what they discover!	Experiencing a rainforest (classroom has large green canopies and ivy hanging down, bubble machine, sound effects etc) wearing orangutan masks and poachers come and tear down their home (palm oil and deforestation) they write a diary to capture these emotions using knowledge from Spring and new knowledge about palm oil and deforestation.	Visit Nottingham Art Galleries.
<b>Experts and Experiences (E, A)</b>	Creswell Crags  Nottingham Young Archaeologists club or University of Nottingham	Ufton History visit Q&A session with expert?? Professor William Bowden – University of Nottingham	Professor Jesch – Nottingham University	David Williams (Help for Heroes) already booked in Lyn Doney (RAF Benevolent fund) Re-enacting WW2 key events	Expert: Volunteer with British Red Cross to discuss the impact of natural disasters Local club for people with disabilities to come and share the work they do/opportunities they offer	Sea Scout leader to come and talk to the children about survival – what they need V what they may want and explain how they could get involved in Scouts. RNLI/fire service to come and talk to the children about water safety.	Virtual reality experience – rainforest. Children ‘travel’ through a rainforest meeting animals and tribes people along the way.  <a href="http://www.virtual-rainforest.org/Content/classroom.html">http://www.virtual-rainforest.org/ Content/classroom.html</a>	Someone from Notts Refugee Forum to come and discuss the process a refugee may go through from the moment they arrive and how we can help. Learn from stories of people they’ve	Experience a day in the life of an Olympian and children compete in historic events as well as Paralympic events that exist today. Invite parents for the last hour of the	Speak to (in person or virtually) an archaeologist to find out more about what they do and why it’s so important and link to Howard Carter and Tutankhamun.	WWF – impact of climate change across the World.  Mansfield Recovery Centre to learn about where our rubbish goes and how to play their part in the recycling struggle.	Visit Nottingham Art Galleries – understand what it takes for a piece of art to stand the test of time!

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						<p>Adventurer to skype call them about the importance of being prepared for trekking mountains.</p> <p>Local trip to the River Trent for fieldwork studies (see if Canal and River Trust can support this)</p> <p>Nottingham based Owen – Open Water Education Network <a href="https://owen7.org.uk/">https://owen7.org.uk/</a></p>		<p>helped. Could we virtually meet one of them?</p>	<p>day to join in too!</p> <p>Speak to (in person or virtually) an architect to explain how buildings (especially stadiums) of today are influenced by Ancient Greeks and how to become an architect.</p>	<p>D&amp;T food experience focusing on the impact that food choices and diet has on our digestive system and teeth.</p>		
<p><b>Authentic Outcome</b> (L, A)</p>	<p>Drama performance to show how life has changed. Someone from YAC too?</p>	<p>Museum of learning set up as a road to show the journey they have been on that leads to them answering the question at the end</p>	<p>Documentary style film – for parents but could it go to a wider/expert audience? Could go to Year 4 so they know what happens after Roman invasion.</p>	<p>Video appeal/radio appeal to persuade people to donate to armed forces charities. Sell CDs of their remembrance poetry to raise money too. Speech to answer the question and present live to Beeston and Bilsthorpe (Trust schools)</p>	<p>Parents come in and experience the aeroplane experience that they did as a hook but this time the children play the role of air steward, passport control etc then when they arrive at their destination (the old music room) they create pizza's with their children then eat them whilst looking at their work from the enquiry and watching a green screen imovie all about Italy (done as a class).</p>	<p>Create an information leaflet/iMovie about rivers including safety near rivers and being responsible tourists (taking rubbish away etc) for the Canal and River Trust.</p>	<p>Group exhibition to Y6 sharing what they've learned (including their dioramas showing the layers of the rainforest) and creating a quiz for Y6 to complete as part of it. Tweet David Attenborough.</p>	<p>Once the children have listened to the expert and had their 'hook' we would like them to decide and agree on what they think would be the most authentic outcome for this enquiry</p>	<p>Produce artwork which reflects their learning which can be displayed at the Olympic event for/with parents.</p>	<p>Poster to be produced for the local dentist surgery sharing their knowledge of teeth and how to care for them aimed at children in the style of one of the Artists studied this year.</p>	<p>Find out what can be done in the local community to help save the planet – e.g. recycling bins (write to the council, raise money through a cake sale to buy one for school entrance etc).</p> <p>Think about the power of art in persuading others.</p> <p>Look at getting a recycling bin for batteries in school.</p>	<p>Art exhibition reflecting what they've learned about creating legacies and represent their own legacy that they would like to leave at Stanstead. Ask Nottingham art galleries if they will host an open evening for them to display it.</p>
<p><b>Assessment opportunities &amp; retrieval practices</b></p>	<p>Retrieval practice of sticky knowledge to happen at least 3 times a week. Use picklers each fortnight to assess how much sticky knowledge has been retained.</p>											
<p><b>Key Texts</b> (L, D)</p>	<p>Stone Age Boy Ug The boy with the bronze axe The secrets of Stonehenge Skara Brae How to wash a woolly mammoth great if doing instructions</p>	<p>Meet the ancient Romans Romans on the rampage Defenders:Dark Arena So you think you've got it bad:A kid's life in Ancient Rome Queen of Darkness</p>	<p>Beowulf Anglo Saxon Boy Winter of Wolves CGP – Anglo Saxons and Vikings Usbourne – Anglo Saxons and Vikings</p>	<p>Once Where the poppies now grow War Game (WW1) War Boy (WW2) Authentic letter from WW2 Line of Fire William Walker 'Our Wall' poem</p>	<p>The Street Beneath my Feet Escape from Pompeii Journey to the centre of the earth Storm keepers Island 'Me and Mr P: Joe's New World' 'The Pebble in my Pocket: A History of Our Earth'</p>	<p>'River Story' by 'Himalayan Mountain-Expedition Diaries' 'This Little Pebble' 'Clean Getaway' 'Ghost Boys' 'Why Water's Worth It' 'The Rhythm of the Rain' 'The Drop in my Drink: The Story of</p>	<p>'Amazon Diary: The Jungle Adventures of Alex Winters' The Explorer The Great Kapok Tree' 'The Shaman's Apprentice' 'Where the Forest Meets the Sea'</p>	<p>The unforgotten coat Asylum Seekers: 'The Silence Seeker' by Ben Morley My name is not refugee. 'Travels With My Sketchbook' Survivors</p>	<p>Who let the Gods out? Beasts of Olympus 'The Ancient Greek Mysteries'. 'So You Think You've Got it Bad? A Kid's Life in Ancient Greece'</p>	<p>'The Egyptian Cinderella' 'The Story of Tutankhamun' 'Pharaoh's Fate Solve the Ancient Egyptian Mystery' 'So You Think You've Got It Bad: A Kid's</p>	<p>'Greta's Story: The Schoolgirl Who Went On Strike To Save The Planet' A River of Stories - Tales and Poems from Across the Commonwealth What a waste Greta and the Giants</p>	<p>Rain Player Middleworld (Jaguar Stones) The Curse of the Maya The Chocolate Tree: A Mayan Folktale</p>

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					Firework Maker's Daughter	Water on Our Planet'		Kensuke's Kingdom Refuge Migration Amazing animal journeys	'A Visitor's Guide to Ancient Greece' 'You Wouldn't Want to Be a Slave in Ancient Greece!'	Life in Ancient Egypt' 'Journey Along the Nile (Travelling Wild)' 'Human Body – Your Digestive System (Science in Action)' 'Your Growling Guts and Dynamic Digestive System (Your Brilliant Body)'	A planet full of plastic One plastic bag Iceland advert – There's an orangutan in my bedroom. The Lorax	
<b>Genres</b>	Diary Non chron report Character description Narrative Instructions	Letter to emperor Claudis Newspaper – Roman invasion Biography – Boudicca Non chron – influences of the Romans Setting description Narrative	Setting description Non chron report Character description Persuasion Explanation Narrative	Diaries Letters Newspapers Narrative Non-Chronological report Persuasive speech Poetry by heart	Diary entry Narrative Explanation text Newspaper report Non-chronological Poetry	Poetry – water/rivers Persuasive article – asking local business if we can put our tourist leaflets in their shop/library etc. Setting description – river, preparing for narrative Narrative retelling – based on news story of whale stuck in the Thames Information leaflet – tourist leaflet for authentic outcome Explanation text – water cycle	Setting description Character description Non-chronological report Narrative Letter Poetry	Stories from other cultures or traditions Modern fiction Poetry - Read, write and perform narrative verse Explanation text Persuasive text Non chronological report Debate	Narrative – myths and legends. Non-chronological report Letter (persuasive) Balanced argument Poetry	Instructions Biography Narrative Persuasion (letter or leaflet) – Balanced argument Poetry	Information text Biography Diary entry Persuasive writing Balanced argument Poetry	Stories from other cultures or traditions – Persuasive text Non chronological reports Letters Poetry - Research a particular poet. Personal responses to poetry.