

## Lower Juniors: Thematic Topic Curriculum

### Old Church C.E. (C) Primary School Lower Junior Two Year Topic Cycle

To include history, geography, art, design technology links and where appropriate and (not tenuous) Science, English and Maths links  
Development of Topic Books across all themes foster: engagement, thinking, collaboration, creativity, explanation and justification creative, presentation and pride in work.

Term	Autumn	Spring	Summer
Cycle One	<p><b>The Anglo Saxons – History Focus</b></p> <p><b>Big Question: What was life like in Anglo Saxon times?</b></p> <p><b>WOW Starter – The History People ‘day’?</b></p> <p><b>Trip – BMAG Anglo Saxon Hoard or Tamworth Castle – Capital of Mercia</b></p> <p><b>Cross Curricular Links:</b>  <b>Art</b> – line drawing of artefacts – developing techniques of observational drawing; painting – Sutton Hoo artefacts; letters illuminated (monks link)</p> <p><b>Computing</b> – Creating a Wiki – information on an aspect of Anglo Saxon Life</p> <p><b>Design Technology</b> – (cooking and nutrition – links??) – Cooking, feasting and nutrition in Anglo Saxon Times vs today –</p>	<p><b>Geography – Settlements and Change (lead into the topic from Anglo Saxon settlements and growth/ kingdoms)</b></p> <p><b>Big Question: how did early settlers choose their settlement location?</b></p> <p><b>WOW Starter/Lesson – ££ limits</b></p> <p><b>Trip – locality walk to observe different shelter designs</b></p> <p><b>Cross Curricular Links:</b>            Art – DT this term</p> <p>Computing – We are musicians</p> <p>Design Technology – shelters – links to the Anglo Saxons</p> <p>History – geography this term</p>	<p><b>The Vikings and Anglo Saxons</b>  <a href="http://www.amazon.co.uk/The-Viking-Invader-Newspaper-History/dp/0746029578/ref=pd_sim_b_7?ie=UTF8&amp;refRID=1Q6GYZ7GY31A6T0Z5VRR">http://www.amazon.co.uk/The-Viking-Invader-Newspaper-History/dp/0746029578/ref=pd_sim_b_7?ie=UTF8&amp;refRID=1Q6GYZ7GY31A6T0Z5VRR</a> look at this when come to plan literacy – the Viking invader newspaper!</p> <p><b>Big Question: What did the Vikings do for us and how did they affect life in Britain?</b></p> <p><b>WOW Starter/Lesson – Viking Day – outside company</b></p> <p><b>Cross Curricular Links:</b>            Art – drawing of artefacts; creating Viking shields; weaving; clay work</p> <p>Computing – see Switched on ICT</p> <p>Design Technology – Viking longboats</p> <p>Geography – Location of countries within Europe – where the Vikings came from; routes taken and countries visited by the Viking raiders.</p>

	<p>which diet would be 'better'?</p> <p>Skills from DT – exploded diagrams/ cross sectional drawings to communicate (of Anglo Saxon houses)</p> <p><b>Geography</b> – (history main focus this term) quick reference to the origins of the Anglo Saxons / place names (and what they mean – settled by Anglo Saxons or other settlers?) and the countries that are there today; Kingdoms and maps of the areas – e.g. Mercia</p> <p><b>History – Anglo Saxon topic</b></p> <p><b>PSHE</b> – changes in aspects of social history: crime and punishments – Anglo Saxon punishments vs today – issues</p> <p><b>Science</b> –</p> <p><b>English</b> – BBC resources – A king's burial – diary entries / first person recounts/ different viewpoints of the events – newspaper report of the events of the burial- Mini sagas Hero poetry Ensure key language and topic words on display Hot seating characters from Beowulf Hot seating witnesses to the king's burial Hot seating an Anglo Saxon Runes / writing and similarities to English today Dramatic re-enactments / conscience alley – re: crime and punishment (PSHE links) – present the case against a 'criminal' – decide what we should do with him/her</p>	<p>PSHE – could look at homes around the world and how some people do not have resources that we do. Poverty links.</p> <p>Science – habitats (small link to shelter creation by different animals and their purpose); part of the teaching of this unit is the impact of changes in an animal/ plant species environment/ habitat destruction.</p> <p>English – Instructions, Diary entry, Narrative, newspaper articles</p> <p>Maths – opportunities for measuring skills to be practiced</p>	<p>History – The Vikings – way of life; artefacts; raids; riches; architecture / housing; religions; the Saxons, similar titles – how the Vikings came across and affected the Anglo Saxon way of life which had already been established.</p>
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	<p>Art – record their observations and use them to review and revisit Ideas; to improve their mastery of art and design techniques, including drawing;</p> <p>Computing – see Switched on ICT</p> <p>Design Technology – art this term</p> <p>Geography – history this term</p> <p>History – Britain’s settlement by Anglo-Saxons and Scots; Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p>	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Art – DT this term</b></p> <p><b>Computing – see switched on ICT</b></p> <p><b>Design Technology –</b> Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Design</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Geography –</b> Human and physical geography Describe and understand key aspects of:</p>	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Art –</b> to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Computing – see Switched on ICT</b></p> <p><i>Design Technology – design, make, evaluate a model; Technical knowledge</i> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p><b>Geography –</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>
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	Autumn	Spring	Summer
Cycle Two	<p><b>Topic Title: Celts and Romans</b></p> <p><b>Big Question: What was life like in Celtic and Roman Britain?</b></p> <p><b>WOW Starter/Lesson – Roman Day – outside agency</b></p> <p><b>Cross Curricular Links:</b></p> <p>Art – drawing of artefacts; clay work – crosses; mosaics</p> <p>Computing – see Switched on ICT</p> <p>Design Technology – Roman houses/ shelters</p> <p>Geography – Location of countries within Europe – where the Anglo Saxons came from; the nature of Celtic tribes and the regions they covered in the UK;</p> <p>PSHE – Boudicca’s revolt vs the Romans</p> <p>English – wanted posters; Boudicca’s revolt; the story of Boudicca</p>	<p><b>Topic Title: North America (geography topic)</b></p> <p><b>Big Question: What makes up the land and people of North America?</b></p> <p><b>WOW Starter/Lesson – Intro to NA</b></p> <p><b>Cross Curricular Links:</b></p> <p>Art /Design Technology – Make: Rainstick; teepee/shelter;naming stick; dreamcatcher; musical instruments; totem poles.</p> <p>Computing – see Switched on ICT</p> <p>History – geography this term, but links to native American history and the ‘discovery’ of north America/ great explorers.</p> <p>PSHE – discussion on what happened to the indigenous population – fair?</p> <p>Science – links to rocks and soils topic this half term – re: physical geography – volcanoes, rivers, maps, major features.</p> <p>English – look at the myths and legends of the tribes; Visits planned from library support services – Mrs Boughton booked – Jan 2016.</p> <p>PE- dance themed around Americas.</p>	<p><b>Topic Title The Egyptians</b></p> <p><b>Big Question: Who were The Egyptians?</b></p> <p><b>WOW Starter/Lesson – Egyptian Day</b></p> <p><b>Cross Curricular Links:</b></p> <p>Art – Drawing of artefacts, clay work ,large grid drawings, Pharaoh and Queen head dresses, amulets and necklaces.</p> <p>Computing – see Switched on ICT</p> <p>Design Technology – sarcophagi</p> <p>Geography – Location of Egypt. Rivers, major features.</p> <p>History – An over view of where they came from and how they came to be such an important civilisation.</p> <p>English – Diary writing from different viewpoints, Explanations.</p> <p>Maths – Grid references for drawing.</p>

		<p>Language – appreciation of native American forms of communication; use of Spanish in America today linked to immigration.</p> <p>Music – forms of music, instruments linked to the topic and making own instruments.</p>	
	<p><b>Key Objectives/Skills covered:</b></p> <p>Art – Record their observations and use them to review and revisit</p> <p>Ideas; to improve their mastery of art and design techniques, including drawing; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Computing – see Switched on ICT</p> <p>History – changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain</p> <p>English – issues and dilemmas as Boudicca’s Story – points of view</p> <p>Maths – Roman numerals – Y3 and Y4</p>	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Art</b> – to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Computing</b> – see Switched on ICT</p> <p><b>Design Technology</b></p> <p><b>Design</b> All objectives NC 2014</p> <p><b>Make</b> All objectives NC 2014</p> <p><b>Evaluate</b> investigate and analyse a range of existing products (if possible)</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><b>Technical knowledge</b></p>	<p><b>Key Objectives/Skills covered:</b></p> <p><b>Art</b> – to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>Computing</b> – see Switched on ICT</p> <p><b>Design Technology</b></p> <p><b>Make-</b> select from and use a wider range of tools and equipment to perform <b>practical tasks</b> accurately</p> <p><b>Geography – Locational knowledge</b> locate the world’s countries (Egypt), key physical and human characteristics and major cities; use maps, atlases and digital/computer mapping to locate countries and describe features studied.</p> <p><b>History –</b></p> <p><b>Ancient Civilizations</b> Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when</p>

		<p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures (<b>shelters</b>)</p> <p><b>Possibility of looking at nutrition within Native americans too.</b></p> <p><b>Geography –</b></p> <p><b>Locational knowledge</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North</b> and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, <b>Northern Hemisphere</b>, Southern Hemisphere, the Tropics of Cancer and Capricorn, <b>Arctic</b> and Antarctic <b>Circle</b>, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b> 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 region within <b>North</b> or South <b>America</b></p> <p><b>Human and physical geography</b></p>	<p>the first civilizations appeared and a depth study of one of the following: C: Ancient Egypt.</p> <p><b>English –</b> retrieve and record information from non-fiction</p> <p><b>Maths –</b> describe positions on a 2-D grid as coordinates in the first quadrant</p>
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		<p>describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>History – Discovery of America</b></p> <p><b>Music -</b> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>PE -</b> perform dances using a range of movement patterns</p>	
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