

**DEEPING ST NICHOLAS STUDY THEMES 2018-2019
WHOLE SCHOOL**

TERM	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
DATES	03.09.18 – 19.10.18	30.10.18 – 20.12.18	07.01.19 -15.02.19	25.02.19 – 05.04.19	23.4.19 – 24.05.19	03.06.19 – 19.07.19
CURRICULUM AREA	GEOGRAPHY	ART	HISTORY	SCIENCE	HISTORY	SCIENCE
STUDY FOCUS	Book: The Land of Never Believe	Sculpture	Significant people in History: Inventors and Inventions	Being a Scientist: Seaside	Early Civilisations- Egypt	Living Things – Farming
CURRICULUM CONTENT EYFS/ KS1	<p>Using a broader cross - curricular approach based on a narrative exploring maps featuring vegetation, wildlife and locations, teachers will: Ensure that all pupils: develop contextual knowledge of the location of places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, are competent in the geographical skills needed to: communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. Pupils should be taught to: understand geographical similarities and differences through studying the human and physical geography of a small area.</p>	<p>The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design. Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>This historically based but broadly cross – curricular study theme will give pupils the opportunity to develop their research skills using a range of information sources and present findings in a variety of media. It facilitates the opportunity to explore individual interests and respond to topical events, key historical figures and well known figures from a world - wide stage.</p>	<p>The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>	<p>The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. 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CURRICULUM AREA	GEOGRAPHY	ART	HISTORY	SCIENCE	HISTORY	SCIENCE
STUDY FOCUS	Book: The Land of Never Believe	Sculpture	Significant people in History: Inventors and Inventions	Being a Scientist: Seaside	Early Civilisations- Egypt	Living Things – Farming
CURRICULUM CONTENT YEARS 3/4	<p>Using a broader cross-curricular approach based on a narrative exploring maps featuring vegetation, wildlife and locations teachers will develop the national curriculum for geography aims to ensure that all pupils:</p> <p>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> <p>are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>evaluate and analyse creative works using the language of art, craft and design.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p>	<p>This cross – curricular study theme will give pupils the opportunity to develop their research skills using a range of information sources and present findings in a variety of media. It facilitates the opportunity to explore individual interests and respond to topical events, key historical figures and well known figures from a world - wide stage. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Pupils should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Pupils should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. 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CURRICULUM CONTENT YEARS 5/6	<p>Using a broader cross-curricular approach based on a narrative exploring maps featuring vegetation, wildlife and locations teachers will develop the national curriculum for geography aims to ensure that all pupils:</p> <p>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p> <p>are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <p>become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>evaluate and analyse creative works using the language of art, craft and design.</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p>	<p>This cross – curricular study theme will give pupils the opportunity to develop their research skills using a range of information sources and present findings in a variety of media. 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